

DOCUMENT RESUME

ED 406 269

SO 027 030

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TITLE Modules for Training Extension Workers with Handouts.
INSTITUTION Massachusetts Univ., Amherst. Center for International Education.
PUB DATE 86
NOTE 361p.
AVAILABLE FROM University of Massachusetts, Center for International Education, 283 Hills South, Amherst, MA 01003; phone: 413-545-1590.
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Community Action; Community Development; *Developing Nations; Extension Agents; Extension Education; Foreign Countries; Local Issues; *Nonformal Education; Nontraditional Education; Rural Development; *Rural Education; *Rural Extension
IDENTIFIERS Africa

ABSTRACT

This manual is intended for extension workers involved in rural development programs in developing nations. The focus is on communication skills and education and is aimed at the trainers of extension workers. There are four main sections with each section divided into units with handouts and activities. Section 1, "Basic Education Methods," includes: (1) "Basic Communication Skills and Home Visits"; (2) "How to Organize and Lead Small Group Discussions"; (3) "Education Methods"; and (4) "Production of Visual Aids." Section 2, "Community Education Methods," contains: (1) "How to Use Drama for Community Education"; (2) "How to Use Puppetry for Community Education"; and (3) "Organizing a Field Day." Section 3, "Community Mobilization Method," includes: (1) "Role of the Extension Worker in Promoting Community Self-Sufficiency"; (2) "Understanding the Community"; (3) "Promoting Community Action"; and (4) "Organizing Meetings and Committees." Section 4, "Work Management Skills," contains: (1) "Planning and Assessing Your Work"; (2) "Reporting"; (3) "Writing a Project Proposal"; and (4) "Teamwork and Coordination." An introductory unit focuses on "Identifying Your Needs and Problems." A summary unit examines "Planning, Conducting, and Evaluating and Education Session." The emphasis is on experiential or participatory training. (EH)

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MODULES for TRAINING EXTENSION WORKERS with Handouts

by Martin L. Byram



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MODULES for TRAINING EXTENSION WORKERS with Handouts

by Martin L. Byram



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MODULES FOR TRAINING

EXTENSION WORKERS

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Ministry of Health - Rural Water Borne
Disease Project

Published by: The Center for International Education
University of Massachusetts, © 1986

CONTENTS

A Note to the Trainers

Introductory Unit - Identifying your Needs and Problems

Section 1 : Basic Education Methods

Unit 1A - Basic communication skills
and home visits

Unit 1B - How to organise and lead
small group discussions

Unit 1C - Education methods

Unit 1D - Production of visual aids

Section 2 : Community Education Methods

Unit 2A - How to use Drama for
Community Education

Unit 2B - How to use Puppetry for
Community Education

Unit 2C - Organising a Field Day

Section 3 : Community Mobilisation Method

Unit 3A - Role of the Extension Worker
in promoting community self-
sufficiency

Unit 3B - Understanding the community

Unit 3C - Promoting Community action

Unit 3D - Organising meetings and
committees

Section 4 : Work Management Skills

Unit 4A - Planning and Assessing your
work

Unit 4B - Reporting

Unit 4C - Writing a Project Proposal

Unit 4D - Teamwork and Co-ordination

Summary Unit - Planning, Conducting, and
Evaluating an Education
Session

ACKNOWLEDGMENTS

In developing these training modules we have avoided trying to re-invent the wheel. There is a lot of good and useful training materials available. Where appropriate we have referred to them for ideas and inspiration, as well as drawing on our own ideas and experience. Of particular value have been the following:

"From the Field", by Catherine D. Crone and Carman
St. John Hunter, World Education, 1980.

"Resource Manual for a Living Revolution", by V. Coover
etal, New Society Press 1977.

"Working Together. A Manual for Helping Groups Work
More Effectively", by Bob Biagi, University of
Massachusetts (Citizen Involvement Training
Project) 1978.

"Power: A Repossession Manual", by Greg Speeter,
University of Massachusetts (Citizen Involvement
Training Project) 1978.

"A guide to report writing", by Judith Videl-Hall, The
Industrial Society London 1977.

"Laedza Batanani. Organising Popular Theatre. The Laedza
Batanani Experience 1974-1977", by Ross Kidd, Martin
Byram, and Petra Rohr-Rouendaal, Institute of Adult
Education, University of Botswana, 1978.

"Helping Health Workers Learn", by David Werner and Bill
Bower Hesperian Foundation: Palo Alto, CA, 1982.

We would also like to acknowledge the assistance given by our colleagues and friends in the University of Swaziland's Division of Extra-Mural Services, and in the Health Education Centre of the Ministry of Health in Swaziland. Their support in the pre-testing of these modules was invaluable.

A special thanks also go to **Daniel Aryeequaye**. His artistic skills in illustrating the handouts have helped to bring them to life. Thanks are also to **Gerri Shapiro** who edited many of the modules and make them easier to read.

Finally, we would like to thank **Bridgette Miles**, **Lindiwe Nxumalo**, and **Helen Sukati** for their patience in typing the many drafts of these materials.

INTRODUCTION

Extension workers are key people in any rural development programme. It is the extension worker that is directly involved on a day to day basis with the homesteads. The success or failure of mobilising people, getting them involved in development activities, and communicating ideas and information in the final analysis rests on their shoulders.

Unfortunately these front-line extension workers are often the least well trained. Even more unfortunate is that often the weakest part of their training is in communication skills and education methods. Even though they may be well versed in their subject matter they may not particular be successful at imparting this information to the people, or mobilising them to participate in development activities.

In an attempt to reduce this problem we have put together this package of training materials on communication skills and education methods. The package is aimed at the trainers of extension workers. It is designed to help trainers provide more effective training - in both pre-service and in-service situations - for the extension workers.

A NOTE TO THE TRAINERS

To help you use these training materials we have divided them into four main sections, and each section into units. The four sections are: Basic Education Methods, Community Education Methods, Community Mobilisation Methods, and Work Management Skills. In addition there is an introductory and a summary unit.

This, of course, is not an exhaustive set of training materials. We are sure that some could be added, and what we do offer could be expanded and offered in many different ways. What we do hope is that we have provided some basic but useful ideas and techniques that will help you to formulate effective training programmes.

The intention is that you use and adapt these materials to suit your own training situation. It may be that you want to go through the sections and units in a systematic way. On the other hand you may want to design your training programme by combining units from different sections, and even combining exercises from different units. The combinations, of course, are many. The point is that we are not providing you with a rigid training recipe, but the ingredients to develop training programmes according to your needs.

For each unit we have developed handouts, and where appropriate sample training exercises. These can be found in '**Modules for Training Extension Workers Vol. 2**'. Like the training units, these handouts are not exhaustive. They are intended to provide the trainee with essential information that he can refer to during and after the workshop. They can be adapted for use, and added to, as appropriate.

Finally, we encourage you in the teaching sessions to use visual aids, for some of the exercises we have made some suggestions, but it is possible to develop many more. Overhead projector slides or flip charts can be very useful in highlighting the main points of a presentation.

The emphasis throughout all the training materials is on experiential or participatory training. We believe that people learn best if they are involved in doing and practising the skill the training is focusing on. Hence, we have kept the formal, lecture type sessions to a minimum. If our aim is to train extension workers to be more effective communicators we should practice what we preach, and set the example in our training workshops.

UNIT 0INTRODUCTORY MODULEIDENTIFYING YOUR NEEDS AND PROBLEMSOBJECTIVES

- * Each trainee will identify and state the important things that he wants to learn from the workshop and identify a major difficulty that he is having (related to the objectives of the workshop) in their work.
- * The training staff will understand what expectations the trainees have for the workshop, what are some of the major problems the trainees have experienced and be able to modify the training plans if necessary.

LENGTH OF TIME: 1/2 hours

ACTIVITIES:SESSION 1: INTRODUCTION

State the general purpose and objectives of the workshop and explain why they are important to the trainees work. Write the objectives on flip chart so everyone can see them. Answer any question.

SESSION 2: IDENTIFYING NEEDS AND PROBLEMS OF TRAINEES

Purpose: to help trainees to clarify what they see are their training needs.

Explain that at the beginning it is important to find out the major things that trainees want to learn from the workshop and major difficulties they are having. These items should be related to the objectives of the workshop. Explain that it is important to get this information so the training staff can make any necessary revisions in the plans for the workshop.

Handout the sheet "Identifying your expectations and problems". Ask trainees to complete it (in about 10 minutes) and hand it in.

Have a staff member quickly tabulate on newsprint the responses. Meanwhile, have a general discussion on their expectations and problems.

Explain how their expectations will be covered by the workshop.

NOTES AND MATERIALS

*Introductory Handout
"Identifying your
Expectations"*

SECTION 1: BASIC EDUCATION METHODS

A major part of any extension worker's activity is making personal contact with individuals, families, and groups. Making this contact involves establishing a friendly rapport, and communicating in a manner that is both acceptable and understandable to the person or persons concerned. Through good communication an extension worker will be able to identify problems and needs, and work out appropriate solutions and actions with those concerned.

In order to make effective personal contacts the extension worker must be able to choose and use extension methods that are appropriate for a specific purpose and target group. And he or she must be able to communicate ideas and information effectively in a one-to-one or group setting.

The training units in this section are designed to provide the field worker with basic education methods necessary for him or her to operate effectively in a one-to-one or group situation.

There are four units in this section. They are:-

- Unit 1A : Basic Communication Skills and Home Visits
- Unit 1B : How to Organise and Lead a Small Group Discussion
- Unit 1C : Effective Education Techniques
- Unit 1D : How to Produce and Use Visual Aids

UNIT 1A

BASIC COMMUNICATION SKILLS AND HOME VISITS

OBJECTIVES

- * Each trainee will understand the importance of GOOD COMMUNICATION.
- * Each trainee will understand how to communicate effectively.
- * Each trainee will learn to:
 - (a) speak clearly and with confidence
 - (b) listen carefully
 - (c) give attention to others
 - (d) respond to communication from others
- * Each trainee will learn to help others to:
 - (a) identify their problems
 - (b) discover the barriers to solving their problems
 - (c) identify their goals
- * Each trainee will learn to use communication to assist others in taking action to solve their problems.

LENGTH OF TIME: 4 - 5 hours

ACTIVITIES

SESSION 1: INTRODUCTION

Explain the workshop objectives, timetable, and method of instruction. Ask each trainee to write down on paper what they think COMMUNICATION is.

NOTES AND MATERIALS

*Blackboard, paper, pencils,
chalk, eraser.*

SESSION 2: THE COMMUNICATION PROCESS

Purpose: to help the trainee understand the importance of good communication.

Distribute the handout on COMMUNICATION and explain using the flip chart the importance of COMMUNICATION. Discuss the trainees ideas about COMMUNICATION.

Describe the important parts of the COMMUNICATION PROCESS, using such examples as:

- (a) speak clearly
- (b) give attention to other person
- (c) listen carefully
- (d) give other person feedback

Describe the barriers to GOOD COMMUNICATION, using such examples as:

- (a) not listening
- (b) poor speaking
- (c) not giving feedback
- (d) not understanding

Answer questions and discuss.

SESSION 3: BARRIERS TO GOOD COMMUNICATION

Purpose: to increase the trainees awareness of the difficulties caused by ineffective communication and how this might be avoided.

NOTES AND MATERIALS

Handout 1A No. 1 "Flip Chart on the communication Process"

Ask the trainees to give examples, from their own experience, where ineffective communication has caused problems. Discuss the experiences. Then divide the trainees into groups and ask them to analyse the situations in Handout 1A No. 2. Discuss the group reports.

Using the points presented in BARRIERS TO COMMUNICATION ask one staff member to play the role of a health worker and demonstrate the wrong way to communicate. The second staff member can play the role of a member of the community. Discuss what happened.

Using the points presented in EFFECTIVE COMMUNICATION have the same staff member demonstrate the right way to communicate. Review what can happen when you communicate in the wrong way.

SESSION 4: LISTENING SKILLS

Purpose: to help the trainee practice good listening skills.

Discuss the importance of listening carefully, giving your attention and responding to someone who communicates with you, such as a health worker who is listening to a member of a community.

Give examples such as:

- (a) Looking the person in the eyes.
- (b) Nodding your head.
- (c) Giving verbal feedback.
- (d) Saying "yes"
 - "O.K."
 - "I hear you"
 - "Uh huh"
 - (Yebo; ngiyeva; ngiyabona; um hmm)

NOTES AND MATERIALS

Handout 1A No. 2
"Ineffective Communication"

Demonstrate effective listening skills with 2 staff members: one plays the role of a community member who talks about a personal health problem; the other plays the role of a health worker who practices GIVING ATTENTION, LISTENING CAREFULLY and RESPONDING TO THE SPEAKER. Get comments from the group on the demonstration.

Get instructions to trainees about how they will play these roles in pairs. One person will be the health worker. He will practice LISTENING SKILLS.

Divide the group into pairs of 2 people each. Have each pair role play 4-5 minutes. Then reverse roles. Then ask them to discuss the results between them.

Bring everyone together into the large group again and discuss what they learned.

SESSION 5: DEVELOPING UNDERSTANDING SKILLS

Purpose: to help the trainees practice and learn skills in developing understanding.

Discuss the importance of developing understanding with community members by getting feedback from them and by giving feedback to them. Give examples of how this can be done such as asking questions to clarify information or to find out what people are thinking or repeating back (or getting them to repeat back) what has been said to make sure each person understands.

Demonstrate effective ways of developing understanding with 2 staff members: one role plays a community member who talks about a personal problem; the other role plays a health worker who practice giving and getting feedback to make sure he/she understand what the community member is saying. Get comments from group on the demonstration.

Give instructions to trainees how they will role play in these pairs. The one in the health worker role will practice developing understanding by giving and getting feedback. Answer any questions. Divide the group into pairs of 2 people each. Have each role play 5 - 10 minutes. Reverse roles. Then discuss results.

Reassemble in large group and discuss what they learned.

SESSION 6: FACILITATING CHANGE IN A HOME SETTING

Purpose: to have trainees understand the basic steps that are essential in helping a person identify and solve a problem.

Explain the nature of the facilitating process and how people become more able to improve their lives and become more self sufficient when they can identify a problem, understand what to do about it and can see some practical way to solve it.

Discuss the following points:

- how people become aware of and solve problems
- the attitude of the extension worker
- the authoritarian vs. the participatory approach
- helping someone identify their problems, barriers and goals
- ways the extension worker can assist someone.

Handout the discussion guideline to "Facilitate change in a home setting". Explain each step and discuss it.

Trainees discuss their own approaches in making visits to homes and communities. Find out which approaches seem to work and those that do not work.

*Handout 1A No. 3
"Facilitating Change in a
Home Setting"*

Conduct a model demonstration of the facilitating process following the steps of the guideline. One staff member will role play a health worker and the other role play a community member, i.e. mother, father, etc. The health worker will follow the guidelines and interview the community member. (5-10 minutes).

Discuss the results of the demonstration.

SESSION 7: ASSISTING WITH A PROBLEM

Purpose: to discuss with trainees the skills involved in assisting with a problem in a home setting.

Give instructions to class for how they are to role play in pairs a typical home visit. One person will role play a farmer, mother or other family member and talk about personal family or health problem. The other person will play the role of the health worker and conduct a 10 - 15 minute interview following the guidelines.

After each role play have the pairs discuss for about 5 minutes, the strong points and weak points of the session.

Reverse role plays and repeat the process. (An alternative approach would be to form groups of 4 where 2 will role play the exercise while the other 2 observers and give comments at the end). Then the 2 observers could role play the exercise.

After the role play are finished, have class come together and discuss what they learned and the importance of good communication and using the proper approach for helping people.

Handout the Guideline for "Planning and Conducting a Home visit", and go over the main points and discuss them.

Handout 1A No.4 "Planning and Conducting a Home Visit"

Summarise information presented in the session, and ask trainees how they can apply these points in their work.

SESSION 8: SUMMARY

Review and summarise the main points on the communication process and facilitating change.

NOTES AND MATERIALS

UNIT 1B

HOW TO ORGANISE AND LEAD A SMALL GROUP DISCUSSION

OBJECTIVES

- * Each trainee will understand the importance of and principle for conducting small group discussions.
- * Each trainee will be able to plan an agenda for and conduct a group discussion on a health or other topic, practising leadership skills such as presenting and obtaining ideas, asking and answering relevant questions, facilitating discussion, resolving conflicts, summarising ideas and developing plans for action.

LENGTH OF TIME: 4 - 5 hours minimum

ACTIVITIES

SESSION 1: INTRODUCTION

Briefly explain and discuss each objective the workshop content and the method of instruction

SESSION 2: CONDUCTING GROUP DISCUSSIONS

Purpose: to assist the trainee understand the importance of and principles for conducting small group discussions.

Explain, drawing on the trainees own experience and ideas, why: group discussions are an effective method of learning; the functions of group leadership; group dynamics; and the steps involved in consensus - decision making.

Handout 1B No.1 "Conducting Group Discussions"

Refer the trainees to Handout 1 "Conducting Group Discussions" and get them to complete where appropriate.

SESSION 3: PRACTICE LEADING A DISCUSSION

Purpose: the trainees will practice the skills associated with leading a group discussion.

Explain the purpose of the session. Introduce the simulation exercise and explain each component of the exercise: the "Consensus Decision Making Guidelines for the Facilitator"; the role cards; the observers role; and the "Observation Sheet". Then divide the trainees into groups of 6 - 8, and assign an observer to each group - (the observer should be briefed in advance).

In the groups the observer should:-

- (a) allow 5 - 10 minutes to review the rules with the group members.
- (b) distribute the role cards and explain, on an individual basis, what each role involves.

The group should then select one of the discussion topics and simulate a group discussion. The facilitator can use the 'Consensus Decision Making Guidelines' to help him lead the discussion.

After about 20 - 30 minutes the observer should stop the discussion and review, with the group what happened in terms of the group leadership, group dynamics, etc.

NOTES AND MATERIALS

Handout 1B No.2 "Simulation Exercise on How to Lead a Group Discussion"

One possible procedure to encourage a critical analysis is to:

- (a) first invite the facilitator to give his comments;
- (b) then invite other members to respond and add their observations; and
- (c) finally for the observer to add any other observations he may have.

The discussion at the end of the simulation exercise serves to reinforce the ideas and principles associated with group discussions and to evaluate the effectiveness of the training exercise.

It may be useful to repeat the exercise, giving trainees further opportunity to practice the skills. In this case roles should be re-allocated and a new discussion topic elected. It is better not to use the "Consensus Decision making Guidelines" in the repeat exercises.

SESSION 4: DEALING WITH DIFFICULT SITUATIONS

Purpose: the trainees will be able to identify and learn the skills of dealing with difficult situations that may arise in a discussion group.

Explain the purpose of the session. Brainstorm with the trainees difficult situations that they might encounter in a group discussion. Then with the aid of Handout 3 introduce the analytical format of:

- . identifying the problem
- . determining the cause
- . deciding how it could have been prevented
- . what should be done to solve the problem.

After explaining the format role play, involving some of the trainees, a few critical incidents that may arise in a group discussion situation. Discuss each one in turn using the analytical format above.

NOTES AND MATERIALS

Handout 1B No.3 "Dealing with Difficult Situations"

Brainstorm with the trainees other difficult situations that may arise. Select a few for analysis.

SESSION 5: REVIEW AND SUMMARY

Purpose: to review and evaluate with the trainees the principles and skills they have learnt in terms of leading a group discussion.

Individually or in (buzz) groups ask them to answer the following questions:

- . How should a discussion leader behave?
- . What would you do as discussion leader if:
 - (a) Group members have conflicting views?
 - (b) Sensitive issues are raised?
- . How would you encourage quiet people to participate?
- . How would you keep one person from talking all the time?
- . How would you build questions on responses of the group?
- . How would you keep the discussion focused on the topic?

In the report back session encourage the groups to share their answers. Diversity of answers will help to illustrate that there is no one single way of dealing with situations that may arise in a group.

The help summarize the central theme of the module review the guidelines on Consensus Decision Making in Handout 1.

Refer to the trainees to Handout 1 "Conducting Group Discussions" and get them to complete where appropriate.

NOTES AND MATERIALS

Handout 1B No.1 "Conducting Group Discussions"

UNIT 1CEDUCATION METHODSOBJECTIVES

- * Given materials and a group of people (other trainees or any group organized for the purpose) the trainee will choose a method or methods and use them to deliver an educational message such that by the end of his session at least 80% of the group have understood the message.

LENGTH OF TIME: 1 1/2 days

OUTLINE OF ACTIVITIESSESSION 1: WAYS OF LEARNING

Purpose: to make trainees aware that there are different learning styles and to enable them, where possible, to match methods to styles.

Let trainees discuss, for about 10 minutes, their own learning styles and the teaching methods that they have found best suited to their learning styles.

Summarise the discussion by explaining briefly the range of learning styles from concrete to abstract and sequential to random and the various combinations.

Explain also that besides the learning styles of the audience, learning may be affected by several other variables. The choice of method will depend also on the type of objective, the content, the age of the receivers, the environment and the receivers perception of the problem

Handout 1C No.1 "Effective Teaching Methods"

SESSION 2: WAYS OF TEACHING - THE LECTURE

Purpose: to use the lecture method as springboard to discuss principles of effective teaching.

Have a colleague or a member of the group and about six other volunteers role play a conventional lecture. The rest of the group will critique the lecture.

Discuss the lecturette, examining carefully, the things that the lecturer did to gain and maintain attention, to share information, to make sure that the group understood him, to make sure that they will remember, to give a chance to others to comment or ask questions, to summarise the lecture and to evaluate the lecture.

Discuss the things that could have detracted from the effectiveness of the lecture, e.g. mannerisms, speech.

Discuss ways in which this lecturette could be improved. Write all points on newsprint.

SESSION 3: WAYS OF TEACHING - DEMONSTRATION

Purpose: to discuss the techniques of conducting a demonstration and the planning that goes into a good demonstration.

Have one of your colleagues or a number of the group do a pre-arranged demonstration on his favourite subject. Ask about six volunteers to be his trainees. Have the other members of the group critique the process.

Discuss the demonstration with the group making notes on whether every step was clear and followed logically from the last, whether the key points were well made, and whether what the demonstrator said was coordinated with what he did.

NOTES AND MATERIALS

Newsprint

Handout 1C No.2 "Conducting a Demonstration"

Ask the person who did the demonstration to lead the discussion on planning for a demonstration. What were his objectives. How he decided on the place, the sitting or standing arrangement, why he arranged his equipment or materials the way he did, whether he rehearsed the demonstration before hand, how he planned to follow up and evaluate his session.

Give the trainees a checklist of things to consider when they prepare for demonstrations.

SESSION 4: WAYS OF TEACHING - USING VISUAL AIDS

Purpose: To help trainees develop skills in using visual aids

First ask the trainees to list visual aids that they know of and say where they can get these.

Divide trainees into groups of three and let each group select a topic from a list on newsprint, select suitable visual aids from a variety you have brought and prepare a 5 minute presentation.

As each group presents, the others note the good points and the bad points of the presentation.

Discuss the effectiveness of presentations noting such points as the confidence of the presenter, the clarity of the visuals, the suitability of the visual for the type of content and whether the presenter used the visual correctly.

Summarise by explaining any points not covered in the general discussion.

SESSION 5: EXERCISES

Purpose: to give the trainees the opportunity to practise the skills they have learnt in sessions 1-4.

Let trainees view two video tapes, one of a mediocre educational session and another of a good session, and critique them.

Discuss and list all good points and bad points of the lessons on newsprint.

Let trainees (in groups) prepare 10 minutes lessons to present to groups of about 10 while others critique.

Find out if the students in group have understood the lesson.
Discuss the lessons and make suggestions for improvement.

NOTES AND MATERIALS

Prepare in advance two video tapes or role plays of a mediocre, and a good educational session

UNIT 1D

PRODUCING VISUAL AIDS

OBJECTIVES

- * Given group projects, the trainees will select a project, participate in planning and producing materials for the project, preparing a report on it and selecting appropriate media for reporting.
- * The trainees will produce a portfolio of materials for use during home visits, at community meetings and at district staff meetings.

DURATION:

OUTLINE OF ACTIVITIES

SESSION 1: INTRODUCTION

Explain and discuss workshop content, objectives and methods of instruction. Have the trainees divide themselves into groups and choose a topic for a project. they will be working towards this project in all the practice sessions.

SESSION 2: GRAPHICS

Purpose: to make trainees aware of various materials they could use for their graphic presentations of places where these are available and to help them design effective graphic materials.

Show the trainees several graphic cards and discuss the materials that made them, the use of the cards or posters and the good and/or bad points of each.

Discuss lettering tools.

Explain and discuss with trainees the following points:

- . letter size and spacing
- . colour and layout
- . optical movements and the positioning of essential material
- . aspect ratio for various projected visuals.

SESSION 3: TRANSPARENCIES AND OVERLAYS

Purpose: to help trainees make good transparencies and effective overlays.

Demonstrate the uses of transparencies overlays and their production.

Discuss costs and availability of materials for transparencies.

SESSION 4: ILLUSTRATIONS

Purpose: to compile with the trainees a list of various materials that they can use for illustration and to have them practise how to produce some of them.

Brainstorm with the trainees the list of illustrations and give examples.

Show trainees examples of graphs, tables, charts, plans (blueprints) maps, flow charts, venn diagrams, etc.

NOTES AND MATERIALS

Handout ID No.1 "Tools for Lettering"

Handout ID No.2 "Organising a Visual Message"

Handout ID No.3 "Making Thermal Transparencies"

Handout ID No.4 "Illustrations"

Show examples of various types of pictures: line drawings, stick figures, photographs, cuttings, paste ups and sings. Discuss the examples.

Lead a short discussion on models and show some examples.

Have each participant produce at least one item from each group for practice.

SESSION 5: THE FLANNEL BOARD

Purpose: to show trainees how to make and use a flannel board and how to obtain pictures to use with it.

Demonstrate the making of the flannel board and the pictures.

Demonstrate the uses of the flannel board.

SESSION 6: DISPLAY

Purpose: to help trainees design good displays and to improvise easels.

Brainstorm a list of materials for displays. Give examples.

Together with volunteers from among the trainees, prepare a bulletin board. Divide trainees into two groups and have each group make a display.

Discuss good and bad points about the displays.

Demonstrate the making of a bamboo easel, and show how easels can be improvised from various other types of materials.

NOTES AND MATERIALS

Handout 1D No.5 "How to Make a Flannel Board"

Provide various visuals for display. These may be pictures, models or some completed articles.

Handout 1D No.6 "Displays"

SESSION 7: PRESERVING TECHNIQUES

Purpose: to familiarise trainees with various techniques of preserving materials.

Discuss the various thing that can happen to ruin materials, such as .. and have trainees suggest ways to prevent this.

Demonstrate the following mounting techniques:

1. Using rubber cement or glue.
2. Dry mounting - using an ordinary laundry iron or using a dry mounting press.

Demonstrate the following laminating techniques:

1. Using self adhesive plastic.
2. Using ordinary plastic and attaching to wooden frame at back.
3. Using laminating film.

Demonstrate the use of sugar solutions in preserving materials.

SESSION 8: PROJECTS

Purpose: to give trainees an opportunity to present to the groups the materials that they have been preparing throughout the sessions.

Give some time for each group to make a display.

Have all trainees go from one display to the other, discussion the displays and suggesting improvements.

Handout 1D No.7 "Mounting and Laminating"

SECTION 2: COMMUNITY EDUCATION METHODS

As well as dealing with individuals and small groups, extension work also involves working with sections of or whole communities. Extension workers are involved in raising people's awareness; broadening their understanding of issues affecting them; and encouraging them to share and exchange ideas and information.

To reach and involve people on a community basis the extension worker needs the appropriate organisation skills and extension methods. In this section we look at three approaches to community education.

The training units are:-

- Unit 2A : How to use Drama in Community Education
- Unit 2B : How to use Puppetry in Community Education
- Unit 2C : How to organise Field Days



UNIT 2A

HOW TO USE DRAMA FOR COMMUNITY EDUCATION

OBJECTIVES

In these sessions the trainees will do the following:

- * Discuss theatre as an extension tool, listing at least 10 situations in which theatre can be
- * Identify and analyse a problem, create a story based on the analyses, improve and dramatise.
- * Criticise dramas by reference to objectives.
- * Develop scripts for educational dramas on priority development issues that will be good enough to be subsequently used in extension work.

LENGTH OF TIME: 2 - 3 days

ACTIVITIES

SESSION 1: INTRODUCTION

Explain and discuss each objective, the workshop content, and method of instruction.

SESSION 2: THEATRE IN EXTENSION

Purpose: to discuss the relevance of theatre to extension work.

Explain and discuss the relevance of theatre to extension work, using examples and drawings on the trainees experience. If facilities are available show the tape/slides on 'Theatre for Development'.

SESSION 3: ANALYSING DEVELOPMENT ISSUES

Purpose: to identify and analyse priority development issues as a basis for creating educational dramas.

Brainstorm in plenary or small groups, and prioritise development issues. Then explain and discuss the guidelines for analysing the issues.

Divide the trainees into groups of 6-8. Allocate one or two of the development issues they have identified to each group for analysis, using the guidelines.

SESSION 4: CREATE A STORY

Purpose: to introduce the techniques of creating a story from an analysed problem.

Explain and discuss the guidelines on creating a story. Then ask the groups to create a story for each of the problems they have analysed.

NOTES AND MATERIALS

Handout 2A No.1 "Theatre in Extension"

Handout 2A No.2 "Problem Analysis"

Handout 2A No.3 "Creating Stories"

SESSION 5: DRAMATISATION

Purpose: to introduce basic dramatisation skills and develop the story into a drama.

Explain and demonstrate basic dramatisation techniques. If facilities are available show and discuss the video film on dramatisation skills. Ask the groups to dramatise the stories they have created using the technique of improvisation - discussion - improvisation described in the handout.

SESSION 6: PERFORMANCES

Purpose: to perform and critique the drama as a learning experience.

Ask each group to perform its drama. Discuss with all the trainees each drama in terms of its content and dramatic presentation. On the basis of the discussion allow the groups time to revise and finalise their scripts.

SESSION 7: THEATRE IN THE COMMUNITY

Purpose: to discuss the use of drama in the extension work and in the communities.

Discuss the various ways the dramas might be used in extension work. Explain the importance of discussion and follow-up to the community performances.

Ask the groups to formulate discussion questions for each of their dramas.

NOTES AND MATERIALS

*Handout 2A No.4 "Basic
Dramatisation Techniques"*

*Handout 2A No.5 "Community
Discussion"*

*Handout 3C No.3 might also
be useful for explaining the
difference between 'open'
and 'closed' questions.)*

SESSION 8: GENERALISATION AND APPLICATION

Review the relevance of theatre for extension work, and the tasks involved in developing an educational drama. Have the trainees discuss what they have learnt and how they can use these skills in the work assignments.

UNIT 2B

HOW TO USE PUPPETRY FOR COMMUNITY EDUCATION

OBJECTIVES

- * Demonstrate their understanding of the basic concepts associated with theatre as an extension tool.
- * Identify and analyse a problem, create a story, improvise and put on a puppet show.
- * Make puppets.
- * Develop scripts for puppet shows that can subsequently be used in extension work.

LENGTH OF TIME: 2 - 3 days

ACTIVITIES:

NOTES AND MATERIALS

Handouts for this unit, unless otherwise stated, are the same for Unit 2A.

Note: Sessions 2 to 4 are identical to Sessions 2 to 4 in Unit 2A. If participants have already received training from Unit 2A then the introductory explanation to these sessions should be brief and mainly for revision purposes.

SESSION 1: INTRODUCTION

Explain and discuss each objective, the workshop content, and method of instruction.

SESSION 2: THEATRE IN EXTENSION

Purpose: to discuss the relevance of theatre to extension work.

Explain and discuss the relevance of theatre to extension work, using examples and drawing on trainees own experience. If facilities are available show the tape/slides on 'Theatre for Development'.

SESSION 3: ANALYSING DEVELOPMENT ISSUES

Purpose: to identify and analyse priority development issues as a basis for creating educational drama.

Brainstorm in plenary or small groups, and prioritise development issues then explain and discuss the guidelines for analysing the issues.

Divide the trainees into groups of 6 - 8. Allocate one or two of the development issues they have identified to each group for them to analyse, following the guidelines.

SESSION 4: STORY CREATION

Purpose: to introduce the techniques of creating a story for a puppet show from an analysed problem.

NOTES AND MATERIALS

Handout 2A No.1 "Theatre in Extension"

Handout 2A No.2 "Problem Analysis"

Handout 2A No.3 "Creating Stories"

Explain and discuss the guidelines on creating a story. Then ask the groups to create a story for each of the problems they have analysed.

SESSION 5: MAKING PUPPETS

Purpose: to teach the skills of making puppets.

Briefly introduce the different kinds of puppets and how they are made using demonstration models and Handout 1 (Unit 2B) 'Puppetry'. Emphasise the importance of characterisation in making puppets. Then ask each trainee to make one or two puppets.

SESSION 6: PRODUCING THE PUPPET SHOW

Purpose: to introduce the skills of producing a puppet show and using puppets effectively.

Explain and demonstrate how puppets should be used. Outline the basic techniques involved in producing a puppet show.

Ask the groups to create a puppet show from the stories they have previously developed using the techniques of improvisation described in the handouts.

SESSION 7: PERFORMANCE

Purpose: to perform and critique the puppet shows as a learning experience.

Ask each group to perform its puppet show. Discuss with all the trainees each show in terms of content and presentation. On the basis of the discussion have the groups revise and finalise their scripts.

NOTES AND MATERIALS

*Handout 2B No.1 "Puppetry"
Have the puppetry materials
described in Handout 2B
No.1 ready for the
participants.*

*The scripts should be
collected, typed and
distributed to all trainees
for their future use.*

SESSION 8: THEATRE IN THE COMMUNITY

Purpose: to discuss the use of puppetry in the extension work and in the communities.

Discuss the various ways the puppet shows might be used in extension work. Explain the importance of discussion and follow-up to the community performances.

Ask the groups to formulate discussion questions for each of their puppet shows.

SESSION 9: GENERALISATION AND APPLICATION

Review the relevance of theatre for extension work, and the tasks involved in developing an educational drama. Have the trainees discuss what they have learnt and how they can use these skills in the work assignments.

NOTES AND MATERIALS

Handout 2A No.5 "Community Discussion"

(Handout 3C No.3 might also be useful for explaining the difference between 'open' and 'closed' questions.)

UNIT 2C

ORGANISING A FIELD DAY

OBJECTIVES

- * Each extension worker will understand the purpose of holding a field day and will demonstrate this understanding by setting a clear purpose for this project.
- * Each extension worker will demonstrate knowledge of the basic skills of planning and organising a field day, including:
 - setting objectives and a theme
 - preparing a programme
 - getting community involvement
- * Each extension worker will prepare and conduct various educational methods relevant to a field day situation such as:
 - a result demonstration
 - displays
 - puppet performances
 - presentation of exhibits

LENGTH OF TIME:

ACTIVITIES

SESSION 1: INTRODUCTION

Explain and discuss each objective, the workshop content and method of instruction.

NOTES AND MATERIALS

Timetables with objectives

SESSION 2: LEARNING FROM EXPERIENCE

Purpose: to analyse the trainees part experience in organising field days and discuss their purpose and significance to extension work.

Explain that the starting point for the course is the trainees own experience. then divide them into groups asking each group to:

- define what they consider to be the purpose of a show or farmers/health day
- describe what difficulties they have encountered in organising shows or farmers/health days
- make suggestions on how shows or farmers/health days could be improved

Discuss the group reports in the large group, collectively finding solutions to the difficulties the group have identified.

SESSION 3: PLANNING A FIELD DAY

Purpose: to analyse the skills involved in planning and conducting a field day.

Briefly review and explain the reason why field days are held and why it is important that they be well organised.

Show a video tape of a poorly organised field day and then re-run the film with comments.

Summarise "the session" and then explain that attention will now be given to looking at some of the educational techniques that can be used to make a field day useful, such as result demonstration, displays etc.

NOTES AND MATERIALS

Handout 2C No.1 "A Poor Field Day"

SESSION 4: CONDUCTING A RESULT DEMONSTRATION

Purpose: to teach trainees how to plan and use a result demonstration.

Review the purpose of, and the basic steps involved in planning and conducting a result demonstration.

Show and discuss the video tape on "Conducting a Result Demonstration".

Practical Work - in groups ask the trainees plan a result demonstration using the form outlined in Handout 2 No. 2.

SESSION 5: ORGANISING A DISPLAY

Purpose: to make trainees aware of the planning that goes into good displays and the factors that contribute to the success of a stall.

Have the trainees brainstorm factors that should be considered in planning a display e.g. space, objectives, type of audience, type of materials to be displayed etc. Let trainees also say why each of this should be an important consideration.

With the help of two volunteers and suggestions from the group demonstrate setting up a simple stall. Discuss the display, changing positions of things to show various effects.

Divide trainees into groups and give them sets of materials for them to plan and to their own displays. Each group shall also present a clear statement of objectives and some relevant characteristics of intended audience.

NOTES AND MATERIALS

Handout 2C No.2 "Planning a Result Demonstration"

Print and non-print materials for display exhibits

Handout 2C No.3 "Organising a Display"

Have the whole group critique the displays.

SESSION 6: PRESENTING EXHIBITS

Purpose: to prepare trainees for the role of confident exhibitor.

Have a stall prepared and ask a volunteer who doesn't know the subject too well to present the exhibits. The group asks him questions.

Let the group discuss the presentation, listing its good points and its bad points and suggesting ways to improve it.

Let groups brainstorm a list of factors that go into the planning of a presentation and say why each is important.

Give groups a chance to plan presentation and then to present to the whole group.

Let trainees critique presentations.

SESSION 7: PREPARING A PUPPET PERFORMANCE

Purpose: to teach trainees how to organise a drama or puppet performance for a show.

Briefly explain and discuss the relevance of theatre and drama to a show situation.

Introduce the 'Problem Analysis' guideline and then collectively or in groups analyse selected priority development issues.

NOTES AND MATERIALS

A display with exhibits

Handout 2C No.4 "Presenting Exhibits"

Handout 2C No.5 "Theatre as an Extension Method at Shows"

Briefly explain and discuss the guidelines on "Creating a Story" and then divide into groups to prepare a story for a puppet show. Each group should rehearse its show.

Perform, discuss and critique each show as a learning experience.

SESSION 8: PLANNING A SHOW

Purpose: to train trainees in how to plan and organise a show.

Explain and discuss the guidelines and planning forms for "Planning a Show". In the explanation emphasise the significance of community involvement.

Practical work - divide into groups and ask each group to prepare for a show using the guidelines and planning proformas.

Discuss each plan in plenary giving particular attention to the aspect of community involvement.

SESSION 9: GENERALISATION AND APPLICATION

Review the training activity and its application to the extension workers situation.

NOTES AND MATERIALS

SECTION 3: COMMUNITY MOBILISATION METHODS

An important aspect of extension work is mobilising communities to determine and implement their own development activities, based on their own perceived needs. The extension worker has an important role in facilitating this.

To be successful in this work and to be accepted by the community he is working with, the extension worker first needs to be fully aware of his role and how he or she presents himself to the community. He also needs to have an understanding of the community - its resources, problems and needs - and what people see as their priority problems. The extension worker should also be able to plan and facilitate community action in response to specific needs. An important part of this is knowing how to organise community meetings and work with committees.

The training units in this section are designed to help the extension worker develop skills to assist him to mobilise communities. These training units are :-

- Unit 3A : Role of the Extension Worker in promoting community self-sufficiency
- Unit 3B : Understanding the Community
- Unit 3C : Planning for Community Action
- Unit 3D : Organising Meetings and Committees.



UNIT 3A

ROLE OF THE EXTENSION WORKER IN PROMOTING COMMUNITY SELF SUFFICIENCY

OBJECTIVES

- * The extension worker will understand the meaning of community self-sufficiency and how they can promote this in their development work.
- * Each trainees will be able to distinguish between those qualities and approaches of extension workers that facilitate communities being more responsible and self-sufficient versus those that lead to being less responsible and more dependent.

LENGTH OF TIME: 1 1/2 - 3 hours

ACTIVITIES

SESSION 1: COMMUNITY SELF-SUFFICIENCY

Purpose: to assist the extension worker in understanding the meaning of community self-sufficiency in terms of their role and work.

Review the workshop objectives with the trainees and answer any questions they may have.

Then write on flip chart or chalk board the terms:

NOTES AND MATERIALS

List the objectives on a flip chart

- responsibility
- self-sufficiency
- independence

Ask the trainees to define these concepts and how they are important in development programs.

Discuss and record their comments for future reference.

SESSION 2: QUALITIES OF AN EXTENSION WORKER

Purpose: to assist the trainees in identifying the personal qualities necessary for a good extension worker.

Give each person a piece of paper. Without giving their names, ask them to list 3 words or phrases that in general would describe personal characteristics of a person with whom they work.

Collect the lists, read aloud, and write on flip chart. Have the trainees look at each characteristic listed on newsprint and decide, as a group, if it is positive (+), negative (-) or neutral (0) when related to the needs of community development and self-sufficiency.

Discuss the general implications of the overall result, and keep the flip chart for later in the course.

SESSION 3: THE EXTENSION WORKER'S ROLE IN MOBILISING COMMUNITIES

Purpose: to assist the trainees to understand and clarify their role in the community.

NOTES AND MATERIALS

Handout 3A No.1 "Discussion Questions on the Role of the Extension Worker"

Break the trainees into small groups (6-8) and have them discuss how they think an extension worker can promote community mobilisation. Use the following discussion questions:

- (a) What do you see in the main role of an extension worker in promoting community development?
- (b) What approach and methods would you use to assist a community in solving their problems?

Have the groups report back and then discuss "roles" and "approaches/methods", summarising on flip chart the main points.

SESSION 4: UNDERSTANDING THE COMMUNITY

Purpose: to assist the trainees to analyse appropriate approaches to working with a community.

Set up a role play situation between two individuals or two sub-groups, one representing villagers, the other representing urbanised development workers. The job of the development workers is to explain to the villagers what they (the development workers) think the villagers main problems are and how they might be solved. The villagers should respond to these ideas and suggestions, offering their own analysis of their problems.

The process is then reversed: the villagers explain what they think are the main problems in urban areas and how they might be solved. The development workers respond.

Ask group members who are not involved in the role playing to be observers. Divide these observers into two groups, one to record the views of the villagers, the other to record the views of the development workers.

After the role playing is finished, ask the entire group to discuss what they have learned about themselves and their attitude towards villagers.

Ask each observer group to read its list of ideas, those expressed by the "villagers", and those expressed by the "development workers". Then ask them to discuss what they have learned about real villagers from this activity and what would they have to do to really understand villagers' attitudes.

Broaden the discussion and encourage the trainees to review their understanding of self-reliance (from Session 2) and their role in promoting self-reliance. Consider with the group what obstacles they have encountered in promoting self-reliance in their work and what might be done to overcome some of these obstacles.

SESSION 5: APPRAISING THE QUALITIES OF AN EXTENSION WORKER

Purpose: to review with the trainees their early perceptions of their role as an extension worker.

Ask each trainee to list 3 characteristics they feel are important in an effective health extension worker. Collect the lists, read aloud and write on newsprint. Then compare with the results of Session 2 and discuss the differences. Finally, distribute Handout 3A No. 2 'Looking at Myself' and allow the trainees time to complete it as a means of self-analysis.

Review the main points presented and summarise what the trainees learned, then discuss how these ideas can be applied in their own work settings.

NOTES AND MATERIALS

Handout 3A No. 2 "Looking at Myself"

UNIT 3B

UNDERSTANDING THE COMMUNITY

OBJECTIVES

- * To assist extension workers in understanding what a community consists of including its major components such as patterns of leadership, committees, perceived needs, priorities, resources, etc.
- * To train extension workers to use various methods to obtain information about a community, i.e. interviewing techniques, records, maps, etc.
- * To provide extension workers with the opportunity to develop a profile of a specific community in the area of the training centre and be able to develop similar profiles of communities in their own area of work.

LENGTH OF TIME: 1 - 2 days

OUTLINE OF ACTIVITIES

SESSION 1: INTRODUCTION

Explain and discuss each objective, the workshop content, and method of instruction.

Review the main points of Unit 3A: The Role of the Extension Worker, explain how it relates to understanding the community.

Timetable and objectives

SESSION 2: UNDERSTANDING A COMMUNITY

Purpose: to assist trainees in identifying the type of information they need to know about a community and the methods they can use to obtain it.

Discuss with the trainees their views and experiences both positive and negative, about working with communities.

Divide into groups and ask the trainees to brainstorm the information they would need to know to have a good understanding of a community. Ask the trainees to describe what methods they have used to find out about the communities they have worked with. They should outline:

- . the methods they feel have worked well
- . the methods they feel have not been useful.

Using this information from the group reports review with the help of Handout 3B No. 1 the practical methods they could use to learn about communities, such as:

- interviewing people
- using maps
- consulting records and reports
- talking to other extension workers

Practical work - ask each trainee to draw a map of the community he or she works in.

SESSION 3: PERCEIVED VERSUS FELT NEEDS

Purpose: to help the trainees understand the difference between perceived and felt needs and to relate it to their work.

NOTES AND MATERIALS

*Handout 3B No. 1
"Understanding the
Community"*

Divide the trainees into two equal groups, A and B. Then ask each member of Group A to choose a partner from Group B. Then ask the pairs without talking to each other to list the three things they think their partner is most interested in and to rank these in order of importance to their partner. Then have them list their own real interests. When all the lists have been completed ask a member of Group A to read aloud the list describing his or her partner's imagined interests. Next, the partner from Group B read aloud his or her own list of actual interest. Follow this procedure with all the partner-pairs. Record the 'imagined' and 'actual' interests for each pair on newsprint.

After all the pairs have read their lists aloud review their responses in terms of the following questions:

- Did any member of Group A identify the major interests of his or her partner correctly or almost correctly? If so, how do you think it was possible? (Answer might be: "The partners knew each other well", "They overheard conversations", "She had observed her partner in various situations").
- Why do you think some of you did not identify the interests of your partners correctly? (Help the trainees to realise that even though they know someone, they may still be unaware of the person's real interests or concerns unless special effort is made to learn them).
- Do you think that members of Group A would have identified the major interest of their partners more correctly if they had been able to talk to them before writing their answer lists?

(During the discussion, emphasise the idea that one of the best ways to know someone's real interest is to talk directly to that person).

Ask the groups to consider and discuss the following questions:

- Do you think that if the people with whom you work had the opportunity to list their major problems in order of importance, their list would be different from the ones you expect them to make?
- Do you think you would find it helpful to talk to community residents before listing what you think might be their major problems?

SESSION 4: THE PROSTITUTE

Purpose: to assist trainees to understand that an individual's views and assessment of a situation is influenced by their position and role in life.

Introduce the prostitute. Divide the trainees into pairs and give each pair a role, such as a priest, a bar man, a prostitute's mother, and ask them to list the views and attitudes they would have about the prostitute if they were that person.

After the reports, written on flip chart, review what has been said, discussing why there are different views and attitudes. Ask the trainees to apply this to their own role.

SESSION 5: INTERVIEWING TECHNIQUES

Purpose: to introduce trainees to the basic techniques of interviewing as a means of collecting information on community needs.

Handout 3B No.2 "The Prostitute". Display a large drawing of a prostitute.

NOTES AND MATERIALS

Review the significance of being able to know how a community perceives its needs. Relate this to the results and discussion of the previous exercise.

Introduce interviewing techniques by beginning with a 'bad' role play. Highlight such things as:

- . not explaining purpose
- . interrupting interviewee
- . disinterested
- . appearing hurried

Discuss the interview, listing all the faults. Stage a 'good' interview using a volunteer, then discuss the interviews focusing on:

- . interview techniques
- . kind of questions asked
- . purpose of the questions
- . purpose of activity

SESSION 6: PRACTISE INTERVIEWS

Purpose: to give trainees the opportunity to practice interviewing skills.

Divide into groups of 8, and ask the trainees to brainstorm:

- . the kind of information they need to know about a community
- . the kind of questions they would need ask to obtain that information.

Then have the group members divide into pairs and interview each other. After each interview the group should discuss:

*Handout 3B No.3
"Interviewing in the
Community"*

NOTES AND MATERIALS

Review the significance of being able to know how a community perceives its needs. Relate this to the results and discussion of the previous exercise.

Introduce interviewing techniques by beginning with a 'bad' role play. Highlight such things as:

- . not explaining purpose
- . interrupting interviewee
- . disinterested
- . appearing hurried

Discuss the interview, listing all the faults. Stage a 'good' interview using a volunteer, then discuss the interviews focusing on:

- . interview techniques
- . kind of questions asked
- . purpose of the questions
- . purpose of activity

SESSION 6: PRACTISE INTERVIEWS

Purpose: to give trainees the opportunity to practice interviewing skills.

Divide into groups of 8, and ask the trainees to brainstorm:

- . the kind of information they need to know about a community
- . the kind of questions they would need ask to obtain that information.

Then have the group members divide into pairs and interview each other. After each interview the group should discuss:

Handout 3A No.3
"Interviewing in the
Community"

- . the interviewing techniques used - both the 'good' and 'bad'.
- . the questions asked - were they appropriate and did they solicit the information required.

Each group should compile a brief report listing:

- . 'good' and 'bad' interviewing techniques.
- . useful questions.

SESSION 7: DEVELOPING A COMMUNITY PROFILE

Purpose: to give the trainees the practical experience of constructing a community profile.

Brief the trainees on the arrangements that have been made for them to visit a local community, so that they can have the practical experience of developing a community profile. Divide them into groups and ask them to make a plan to visit a community and develop a community profile.

The plan should include:

- . the kind of information they want to collect
- . the type of questions they will ask to obtain that information
- . the type of people they want to interview and the places they want to visit.

The groups should give brief reports on the plans they have prepared.

The groups should then visit their community to collect their information. A 3 - 4 hour period in the community should be allowed for the completion of this task. After they have returned from the communities each group should prepare a report:

NOTES AND MATERIALS

A master report might be compiled from the group reports for circulation to all participants.

Arrangements with the communities should be made in advance, including if possible, for a local extension worker to be available to assist the groups.

Handout 3B No.4 "Developing a Community Profile"

BEST COPY AVAILABLE

- . summarising the information collected;
- . mapping-out the community resources;
- . outlining any difficulties they encountered in carrying out the exercise.

These reports should be discussed in plenary.

SESSION 8: GENERALISING AND APPLICATION

Have trainees discuss what they learned in this process and how they can use these techniques to work in their own communities.

Discuss how important it might be to work with other extension workers in understanding communities.

NOTES AND MATERIALS

UNIT 3 C

PROMOTING COMMUNITY ACTION

OBJECTIVES

- * To help the trainees understand the importance of involving community members in the solution of health, agriculture and other problems and to know the process of mobilising a community for action.
- * To train extension workers in the skills necessary to develop a proposed plan to facilitate community action concerning a felt need/priority problem and outline the steps the extension worker could follow to facilitate community action.

LENGTH OF TIME: 3 hours

ACTIVITIES

SESSION 1: INTRODUCTION

Explain and discuss each objective, the workshop content, and method of instruction.

Relate the objectives to the main points of Unit 3A 'The Role of the Extension Worker' and Unit 3B 'Understanding the Community'.

SESSION 2: LEARNING FROM EXPERIENCE

Purpose: to give the trainees an opportunity to discuss and analyse their own experience in promoting community action.

NOTES AND MATERIALS

EDITOR'S NOTE:

Sections 3C and 3D have been switched from an earlier version. Handouts for unit 3C can be found under 3D in the handouts. Likewise, unit 3D in the modules uses handouts found under 3C.

Timetables and Objectives

Reference might be made to Handout 3B No.1

SESSION 3: COMMUNITY LEADERS AND DEVELOPMENT

Purpose: to discuss with trainees the role and responsibilities of community leaders in community development.

Present information on the role and responsibilities of traditional and non-traditional leaders, groups and committees in community development.

Have the trainees discuss these ideas and what their role as extension worker should be to assist in their development.

SESSION 4: ACTION PLANNING

Purpose: to explain and give the trainees the opportunity to develop skills in action planning.

Present guidelines on involving and facilitating a community to mobilise its resources in solving a problem/achieving a goal. Discuss the guidelines and its relevance to extension work.

Using the information obtained in Session 7 Unit 3B, and the guidelines presented in the previous session, have the trainees in groups of 6 - 8 develop an action plan that they as extension workers could use to facilitate community action around a perceived need. In developing their action plan have the groups use the community action planning sheet, Handout 3C No. 3.

In the reports back, compare the difference and similarities in the plans.

NOTES AND MATERIALS

Handout 3D No.1 "Community Leaders"

Handout 3D No.2 "Community Action Planning Guidelines"

If the trainees have not made a field visit to a community it will be necessary to develop a case study that contains data about a typical community.

Handout 3D No.3 "Community Action Planning Sheet"

SESSION 5: GENERALISING AND APPLICATION

Have a general discussion about the main points of the session.

- ask what the trainees learned
- ask how they could use the guidelines to promote community involvement in their own communities.
- ask how they could coordinate their work with other extension workers.

NOTES AND MATERIALS

UNIT 3D

ORGANISING MEETINGS AND COMMITTEES

OBJECTIVES

- * The trainees will organise, plan an agenda for, and conduct a community meeting or an extension meeting.
- * The trainees will demonstrate understanding of the roles of chairperson and secretary by correctly acting out each role.
- * The trainees will show in discussion an understanding of the importance of committee in community development projects and an ability to assist a community to organise a committee or strengthen an existing one to carry out a project/meet a felt need.

LENGTH OF TIME: 6 - 8 hours

ACTIVITIES

SESSION 1: INTRODUCTION

Explain and discuss each objective, the workshop content, and method of instruction.

SESSION 2: WORKING WITH COMMITTEES

Purpose: to help the trainees understand the purpose of working with committees, and the basic principles of how committees work.

NOTES AND MATERIALS

Begin by discussing with the trainees why committees are important in extension work, and what their experience has been in working with committees. List on a flip chart their suggestions and any difficulties they may have encountered.

Divide the trainees into small buzz groups and ask the trainees, by drawing on their own experience, to identify the main factors that have to be considered in preparing for a successful meeting. List the responses on flip chart and discuss each point with the aid of Handout 3D No. 1.

Handout 3C No.1 "Working with Committees"

SESSION 3:

Purpose: to train the trainees in the skills of chairing a meeting and using an agenda.

Begin with a fishbowl exercise. Select 5 to 8 trainees and ask them to be committee members, appointing one trainee to be chairperson. Give the following instructions:

- the committee - the 'fish' in the bowl - are to assume the role of a particular committee, meeting for a specific purpose. The nature and purpose of the committee should be briefly explained. For example: 'you are a community health committee meeting to discuss the poor sanitation situation'.
- whilst the committee is meeting the rest of the workshop trainees - sitting outside the fish bowl - will observe the meeting, taking note of what happens in the meeting, and how the chairman conducts the meeting.

NOTES AND MATERIALS

Arrange the room, giving the committee members a few minutes to prepare themselves. After the meeting discuss what happened. Give the committee members and the chairperson time to respond to any difficulties identified.

Following the discussion on the fish bowl exercise, give a presentation with aid of Handout 3C No. 2 on committee procedures, role of the chairperson, and preparation and use of an agenda. Attention should be given to the chairperson's function of encouraging discussion. Examine, by using examples, how different types of questions ('closed', 'open', 'direct', re-directed') can encourage or hinder discussion.

If facilities are available a pre-prepared video tape of a similar type of committee meeting can be used for the same purpose. Show the recording once and then repeat inviting the trainees to stop and comment on the tape where they see difficulties in the procedure of the meeting.

After the fish bowl exercise divide the trainees into an even number of groups with about 8 people per group. Give each group a situational context and ask them to develop an agenda for a forthcoming committee meeting based on the context.

Then exchange the agendas between groups, asking each group to assume the role of the committee that the agenda has been prepared for. An observer should be assigned each group who at the end of the meeting can help the group assess how effectively the meeting was conducted and what difficulties they had.

SESSION 4: THE SECRETARY AND TAKING MINUTES

Purpose: to explain to the trainees the role of the secretary, and how to take minutes.

Handout 3C No.2 "Conducting Meetings"

Handout 3C No.3 "Asking Questions"

Handout 3C No.4 "Compiling an Agenda"

Give a presentation with aid of Handout 3D No. 5 on the role of the secretary and basic principles involved in the taking of minutes. Discuss the sample minutes.

Using the fishbowl technique, role play involving some of the trainees a committee meeting with a prepared agenda. The committee will have a chairperson and a secretary who will take minutes of the meeting. During the meeting all the observers will take their own minutes.

After the role play allow time for the secretary's minutes to be written up on flip chart. Discuss the minutes, encouraging the trainees to compare with and explain how they record their own minutes.

SESSION 5: WORKING WITH COMMITTEES

Purpose: to help trainees understand the importance of committees in community development and how they can assist in organising, or strengthening an existing committee to carry out a project.

Hand out the guidelines on how to organise and strengthen a community committee and explain and discuss each point.

Encourage the trainees to talk about their own experiences in working with committees and discuss the reasons for successful and unsuccessful ones.

Discuss how they could organise and strengthen committees in their own committees.

NOTES AND MATERIALS

Handout 3C No.5 "The Secretary and Taking Minutes"

See the sample exercise in handout 3C No.2

Trainees' individual minutes might be collected for further feedback through written comments.

Handout 3C No.6 "Organising and Strengthening Community Committees"

SESSION 6: GENERALISATION AND APPLICATION

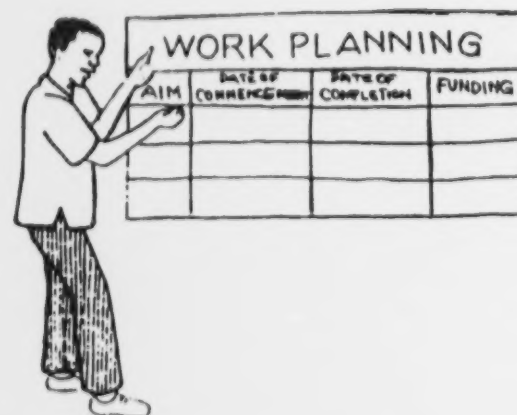
Review the major ideas presented in the sessions and have trainees summarise how they could apply them in their own areas.

SECTION 4: WORK MANAGEMENT SKILLS

A good extension worker is a well organised extension worker. He should be able to plan his work against priorities and the resources available, and be able to prepare accurate and concise reports on his activities for those he works with, and for. As it is sometimes necessary to request additional resources and funding for a project, the extension worker should also be able to write a simple project proposal. Above all the extension worker should have the ability to work with and coordinate his efforts with others towards the common goal of development.

This section focuses on these work management skills. There are four training units:

- Unit 4A : Work Planning
- Unit 4B : Reporting
- Unit 4C : Writing Project Proposals
- Unit 4D : Team Work and Coordination



UNIT 4AWORK PLANNINGOBJECTIVES

- * Trainees will know the basic principles of work planning.
- * Trainees will know how to prepare a monthly work plan.
- * Criticize excellent and poor work plans.
- * List the elements of a monthly work planning sheet.
- * Complete a monthly work planning sheet.

LENGTH TO ACTIVITY: 5 - 6 hours

ACTIVITIESSESSION 1: INTRODUCTION

Explain the workshop objective, method of construction, and the timetable.

SESSION 2: THE WORK PLANNING PROCESS

Purpose: to explain to the trainees the procedure involved in developing a work plan.

Begin by asking the trainees, based on their experience, what factors they need to consider when preparing a work plan. These factors should include: their job descriptions; supervisors instructions; community problems; goals of their agency; and outcomes of community meetings.

Then outline the various steps involved in developing a work plan by referring to Handout 4A No. 1.

SESSION 3: PREPARING A WORK PLAN

Purpose: to teach the skills involved in preparing a work plan.

Explain that the trainees are now going to prepare their own individual work plans based on their own working situations. Outline the monthly work planning sheet (Handout 4A No.2), and complete with the group a sample work plan.

Then ask each trainee to prepare his own monthly work plan. Tell them that in the report back they will be asked to explain why they selected particular activities, and give their justification for the time allocation

After about 30 minutes ask the trainees to report, and analyse each monthly work plan against the planning steps.

SESSION 4: REVIEW

Purpose: to give the trainers a chance to assess the extent to which the trainees have benefited from the workshop.

Ask the trainees to either individually or in groups to:

- (a) outline the criteria for a good work plan, and
- (b) describe the components of a good work plan

Discuss their reports in a general feedback session.

NOTES AND MATERIALS

Handout 4A No.1 "Steps in Preparing a Monthly Work Plan"

Trainees should be notified before the workshop to bring a copy of their job descriptions and to give consideration to their projected work activities.

Handout 4A No.2 "Monthly Work Planning Sheet"

UNIT 4B

REPORTING

OBJECTIVES

- * Trainees prepare and present both a written and a verbal report.

LENGTH TO TIME: 6 - 8 hours

ACTIVITIES

SESSION 1: INTRODUCTION

Explain and discuss the workshop objectives, timetable, and method of instruction. Explain that as part of the workshop each trainee will be asked to select a topic or issue on which they will write a report.

SESSION 2: PRINCIPLES OF REPORTING

Purpose: to discuss with the trainees the purpose and components of a report

Briefly discuss the various functions of reporting, such as communicating examples of situations where they have to produce reports, and for what purpose.

Then ask the trainees to list the components of a good report. With reference to Handout 4B No.1 reports. Review these and any other important points.

Outline the three-step method of preparing a report, i.e. preparation, writing, and presentation.

Handout 4B No.1 "Components of a Good Report"

SESSION 3: PREPARING A REPORT

Purpose: to explain to trainees the purpose and basic techniques of preparing a report.

Explain the importance of deciding 'what' a report is about, 'why' it is to be written, and 'who' is to be written for.

Discuss the importance of gathering and organizing material. Explain that one way to approach this is to ask a series of questions around which the material for the report can be organised. These questions are:

- . What do I need to know?
- . Where do I find the information?
- . What visual materials do I need?
- . In what order should I present the material?

Use the example in Handout 4B No. 2 to explain this method.

Then ask each trainee to prepare a plan for their report. Select one or two of the plans that are prepared for review and discussion.

SESSION 4: WRITING A REPORT

Purpose: to discuss with the trainees the important points they should consider when writing a report.

With reference to Hand 4B No.2 explain the importance of 'structure', 'language' and 'presentation' in a report. Using examples, discuss in detail each part of the structure.

With each explanation allow time for the trainees to write that part of their own report. Review with the whole group at each stage one or two examples of the trainees work.

Handout 4B No.1 "Writing a Report"

SESSION 5: VERBAL REPORTING

Purpose: to assist trainees develop skills in giving a verbal report.

Ask trainees to identify situations in their work where they have to give verbal reports. Brainstorm with the trainees what constitutes a good verbal report. List these 'guidelines' on flip chart for cater use. Review these points with reference to Handout 4B No. 3.

Give a demonstration, or if facilities are available, show a video tape, of verbal reporting. Discuss the good and the bad points.

Divide the trainee into groups of about 8. Give each trainee a tape and allow them about 10 minutes to prepare for verbal presentation of a five-minute report. Then ask each trainee in turn to give his report. After each report the observer should lead a brief discussion on its strengths and weaknesses.

SESSION 6: GENERALISATION AND APPLICATION

Briefly review the main points and discuss the relevance of the workshop to the trainees working situation.

NOTES AND MATERIALS

Handout 4B No.3 "Verbal Reporting"

UNIT 4C

WRITING PROJECT PROPOSALS

OBJECTIVES

- * Staff who are required to develop for community projects will know:
 - (1) the basic criteria used when writing a proposal;
 - (2) how to plan and write a project proposal

LENGTH OF TIME: 6 - 8 hours

ACTIVITY

SESSION 1: INTRODUCTION

Introduce and discuss each objective, the timetable, and method of instruction. Explain that as the workshop proceeds the trainees will be writing, step by step: their own project proposal.

SESSION 2: SOME BASIC POINTS TO CONSIDER

Purpose: to explain to the trainees some of the basic points that need to be considered when writing a project proposal.

Ask the trainees "why" we write project proposals. Explain that although the answer may be obvious, having a clear answer to this question will help them to focus their thinking.

Then brainstorm with the trainees what kind of information donors will need to know in order to approve the proposal. Organise their points into a logical format, referring to Handout 2.

Participants should be notified in advance of the workshop methodology and be asked to gather the necessary information to write a proposal for a project they are developing.

Handout 4C No.1 "Basic Points for Writing a Proposal"

Discuss with the trainees, again referring to Handout 1 some of the other basic issues such as:-

- (a) the kind of criteria used when donors consider projects
- (b) the style and presentation of the proposal.

Review once again the basic format for writing a project proposal, and explain that each aspect of the format will be looked at in detail and that at each stage trainees will be given to write the relevant part for their own project proposal.

SESSION 3: WRITING THE 'BACKGROUND'

Purpose: to explain to the trainees the basic points that need to be considered when writing the 'Background' to a project proposal.

Explain that the purpose of the 'Background' is to describe the agency's qualification as an applicant for funding. Introduce, by referring to Hand 4C No. 2, the main points that need to be considered when writing the 'Background'. Discuss the examples in the Handout.

Give each trainee time to write the 'Background' for his project proposal. When the 'Background' statements have been written review and discuss with the whole class two or three of the 'Background' statements prepared by the trainees.

SESSION 4: WRITING THE 'PROBLEM STATEMENT'

Purpose: to explain to the trainees the basic points that need to be considered when writing the 'Problem Statement' to a project proposal.

Handout 4C No.2 "Writing a Project Proposal"

Explain that the purpose of the Problem Statement is to describe the problem or need that the project is responding to. Introduce, by referring to Handout 4C No. 2, the main points that need to be considered when writing the 'Problem Statement'. Discuss the examples in the Handout.

Give each trainee time to write the 'Problem Statement' for his project proposal. When the 'Problem Statements' have been written review and discuss with the whole class two or three of the 'Problem Statement' prepared by the trainees.

SESSION 5: WRITING THE 'PROGRAMME OBJECTIVES'

Purpose: to explain to the trainees the basic points that need to be considered when writing the 'Programme Objectives' to a project proposal.

Explain that the purpose of the 'Programme Objectives' is to describe what implementing hopes to achieve by the end of the project. Introduce, by referring to Handout 4C No.2, the main points that need to be considered when writing the 'Programme Objectives'. Discuss the examples in the Handout.

Give each trainee time to write the 'Programme Objectives' for his project proposal. When the 'Programme Objectives' have been written review and discuss with the whole class two or three of the 'Outputs' prepared by the trainees.

SESSION 6: WRITING THE 'OUTPUTS'

Purpose: to explain to the trainees the basic points that need to be considered when writing the 'Outputs' to a project proposal.

NOTES AND MATERIALS

Handout 4C No.2 "Writing a Project Proposal"

Handout 4C No.2 "Writing a Project Proposal"

Explain that the purpose of the 'output' is to describe what the actual results of the project will be. Introduce, by referring to Handout 4C No.2, the main points that need to be considered when writing the 'Outputs'. Discuss the examples in the Handout.

Give each trainee time to write the 'Outputs' for his project proposal. When the 'Output' statements have been written review and discuss with the whole class two or three of the 'output' statements prepared by the trainees.

SESSION 7: WRITING THE 'ACTIVITIES'

Purpose: to explain to the trainees the basic points that need to be considered when writing the 'Activities' to a project proposal.

Explain that the purpose of the 'Activities' is to describe how the project will be implemented. Introduce, by referring to Handout 4C No. 2, the main points that need to be considered when writing the 'Activities'. Discuss the examples in the Handout.

Give each trainee time to write the 'Activities' for his project proposal. When the 'Activities' statements have been written review and discuss with the whole class two or three of the 'outputs' statements prepared by the trainees.

SESSION 8: WRITING THE 'EVALUATION'

Purpose: to explain to the trainees the basic points that need to be considered when writing the 'Evaluation' to a project proposal.

NOTES AND MATERIALS

Handout 4C No.2 "Writing a Project Proposal"

Handout 4C No.2 "Writing a Project Proposal"

Explain that the purpose of the 'Evaluation' is to describe the methods that will be used to assess the success of the project. Introduce, by referring to Handout 4C No. 2, the main points that need to be considered when writing the 'Evaluation'. Discuss the examples in the handout.

Give each trainee time to write the 'Evaluation' for his project proposal. When the 'Evaluation' statements have been written, review and discuss with the whole class two or three of the 'Evaluation' Statements prepared by the trainees.

SESSION 9: WRITING THE 'BUDGET'

Purpose: to explain to the trainees the basic points that need to be considered when writing the 'Budget' to a project proposal.

Explain that the purpose of the 'Budget' is to outline in detail the costs of the project. Introduce, by referring to Handout 4C No. 2, the main points that need to be considered when writing the 'Budget'. Discuss the examples in the Handout.

Give each trainee time to write the 'Budget' for his project proposal. When the 'Budget' statements have been written review and discuss with the whole class two or three of the 'Budget' statements prepared by the trainees.

SESSION 10: WRITING THE 'SUMMARY AND TITLE PAGE'

Purpose: to explain to the trainees the basic points that need to be considered when writing the 'Summary' to a project proposal.

Explain that the purpose of the 'Summary' is to provide a brief overview of the project for the donor. Introduce, by referring to Handout 4C No. 2 the main points that need to be considered when writing the 'Summary'. Discuss the examples in the Handout 4C No. 2.

NOTES AND MATERIALS

Handout 4C No.2 "Writing a Project Proposal"

Handout 4C No.2 "Writing a Project Proposal"

Handout 4C No.2 "Writing a Project Proposal"

Give each trainee time to write the 'Summary' for his project proposal. When the 'Summary' statements have been written review and discuss the whole class two or three of the 'Summary' statements prepared by the trainees.

SESSION 11: REVIEW

Review the process of writing a project proposal, clarifying any difficulties trainees may have encountered.

UNIT 4D

TERM WORK AND COORDINATION

OBJECTIVES

- * To discuss with extension workers the importance of effective team work and co-ordination.
- * To review with extension workers the mechanisms for effective team work and coordination in their working situation.

LENGTH OF TIME: 1 day

OUTLINE OF ACTIVITIES

SESSION 1: INTRODUCTION

Explain and discuss the meaning of each objective, the workshop content, and the method of instruction.

SESSION 2: THE JIG SAW GAME

Purpose: to create a situation where the trainees will have the first hand experience of the interpersonal relationships involved in teamwork.

Briefly introduce the rules of the game, explaining that the trainees, working in groups, have the task of completing the jig-saw within the specified time. Each group will have an observer to record the groups activity.

Let the groups play the game and then discuss the game asking:

- . What happened?
- . Why did it happen?
- . What have we learnt?

SESSION 3: EFFECTIVE TEAM WORK

Purpose: to examine the criteria for effective team work.

Brainstorm and discuss both the criteria necessary for, and the obstacles to effective team work.

Practical work - in groups discuss a case study on a community extension team focusing on the following questions:

1. What happened in the case study?
2. How could the incidents be avoided?
3. What difficulties do they have in their own working situation in terms of team work?
4. How can team work in their work situation be strengthened?

Review the group discussions in plenary.

SESSION 4: OUR WORK ENVIRONMENT

Purpose: to discuss with the trainees the significance of team work and coordination in their own work environment.

Collectively identify who comprises an extension team, and then brainstorm the strengths and areas for improvement in the operation of an extension team. List any specific recommendations.

SESSION 5: ASSESSING OUR PERFORMANCE

Purpose: to examine the workshop as a team experience.

Discuss how far the group felt the workshop was an effective team experience. Cover such points as:

- . did we all participate?
- . did anybody dominate the group?
- . did the organisers talk too much?

Summarise the discussion and relate the main points.

SECTION 5: SUMMARY MODULEPLANNING, CONDUCTING AND EVALUATING AN EDUCATION SESSIONINTRODUCTION

There are two common theses throughout the modules. They are communication, and programme planning. Inevitably then some skills and concepts such as identifying needs, setting objects recur in one way or another in the different modules. This summary module pulls together these various skills and concepts in the context of planning, conducting, and evaluating an education session.

In this respect the module is particularly useful for training trainers who will themselves be training extension workers in communication skills and extension methods. The module provides an overview of all the other modules.

The module can also be used with extension workers, either in part or in totality. Its application will be particularly beneficial to those extension workers who are new in the community that they are working with. The module requires the extension worker to make a detailed analysis of the community. This analysis can then be used in the preparation of subsequent education sessions.

The module is divided into the following components:

- Basic Communication Skills
 - Systems Analysis
 - Problem Analysis
 - Audience Analysis
 - Constraints and Resource Analysis

SECTION 5: SUMMARY MODULE

**Planning,
conducting and Evaluating
an education session**

Objectives

Organizing Management

Budget

Conducting an Education Session

OBJECTIVES

- * At the end of this unit the trainees will have completed a plan for an educational programme, written a prototype lesson and presented, evaluated and revised the lesson. Both the plan and the lesson shall be good enough for printing and distribution for use by other extension workers.

LENGTH OF TIME: 3 days

ACTIVITIES

SESSION 1: BASIC COMMUNICATION PRINCIPLES

Let the trainees brainstorm a list of (1) elements of communication, (2) barriers to communication and (3) factors that make for effective communication. Write these down on newsprint.

Use role plays or video to show barriers to communications.

Discuss role plays. Lead discussion to relate the communication process to the learning process.

NOTES AND MATERIALS

Handout 5A No.1 "Basic Communication Principles". Refer also to Handout 1A No.1 "Flipchart on the Communication Process" (Sample Scripts for Role Plays on Barriers to Communication)

SESSION 2: SYSTEMS ANALYSIS

Purpose: to lead trainees through the analysis that goes into planning an educational programme.

Begin by asking the trainees to make a list of information essential to their planning an education session and to say why each piece of information is important.

Using the "Bridging the Gap", poster of 'present situation', "desired situation" and "need" lead discussion up to formation of problem statement.

Review the session on communication principles, and referring to these, have trainees list reasons why a knowledge of the audience could help communication or learning. Demonstrate difficulties created in a situation where communicator does not know the audience.

Then have the trainees list possible constraints using the example given in the problem analysis session. Show why it is helpful to have a clear idea of resources and constraints.

Then divide trainees into groups and let them choose a situation upon which they shall base a system analysis.

SESSION 3: THE USE OF MODELS

Purpose: to familiarise trainees with some models so they might use them or create their own.

Explain the idea of models and their use. Use two or three models to demonstrate. Together with the trainees, create a model. Let trainees create their own models.

Handout 5A No.2 "Systems Analysis"

See examples of models in Handout 5A No.3 "The Use of Models"

NOTES AND MATERIALS

Discuss the model the group has created and then ask each trainee to choose or create a model for the project they started in session 2.

SESSION 4: ORGANIZING MANAGEMENT

Purpose: to get trainees understand the importance of attending to the logistics of their session, organizing time, place and personnel, relating these all the time to their systems analysis.

Have the trainees list factors that will determine the logistics of their session. Review the main points from the resource and constraint analysis, and audience analyses.

Give examples of charts such as the Gantt chart, that they might use for planning a session. Explain the importance of organising management at an early stage in the planning.

SESSION 5: OBJECTIVES

Purpose: to lead the trainees to an understanding of the usefulness of behavioral objectives. Trainees will also be made aware of differences in objectives according to whether one teaches a skill, gives information or tries to change attitude. This session will distinguish between terminal performance objectives, enabling objectives and learning objectives.

Lead a discussion on why one has to set objectives for educational sessions. Discuss the things that an objective should make clear i.e. the outcomes of the session. Discuss difference between describing the process e.g. to teach the women to make steamed bread, and the outcomes e.g. the people will make steamed bread. By giving examples of situations and asking questions get the trainees determine why objectives must focus on the learner rather than the instructor.

Handout 5A No.4 "Organising Management"

Handout 5A No.5 "Objectives"

Explain what is meant by behavioral objectives and the connection between objectives and evaluation. Discuss the components of a behavioral objective. Give the trainees exercises to help them distinguish between behavioral objectives and objectives that simply describe processes.

From this exercise lead to an explanation of the distinction between learning activities, enabling objectives and terminal performance objectives. Discuss the different types of objectives and the difficulties encountered in setting objectives concerned with change of attitude.

Ask the trainees do self-assessment exercises on objectives and help them where they find difficulties.

Then let the trainees formulate objectives for the project they have selected.

SESSION 6: SELECTING CONTENT, METHODS AND MEDIA

Purpose: to lead trainees to a recognition of the relationship between content, methods and media, and relationship between these and the analyses done earlier and the type of objective. During this session the trainees will also learn how to write a prototype lesson.

Recall the earlier analyses and relate these to the choice of content. Have the trainees make lists of contents classifying them according to whether they are knowledge attitudes or skills. Have them match methods to the contents and then suggest media that could be used. Put their suggestions on newsprint and discuss them.

Review barriers to communication and have the trainees suggest ways of dealing with content that turns people off or makes them angry. Discuss thing that could be done to:

*Handout 5A No.6 "Selecting
Content and Methods"*

- . get a group of learners interested (to gain attention)
- . to get the discussion going (to elicit response)
- . to share information and/or build skills
- . to encourage participation
- . to review and sum up
- . to follow up
- . to decide if the lesson was successful

List the suggestions on newsprint.

Have trainees choose content material related to their projects and suggest methods and media that could be used to deliver it. Let them write out a prototype lesson.

SESSION 7: BUDGETING, DEVELOPING OR COLLECTING MATERIALS

Purpose: to make trainees aware of the importance of costing their sessions and to train them in ways of doing this.

Begin by brainstorming the reasons why knowing costs is important.

Give examples of simple budgets and discuss these with the trainees.

Discuss availability of materials referring to handouts on producing audio-visual materials and that on project proposal writing from Units 1D and 4C.

Have the trainees make a simple budget for their project.

SESSION 8: CONDUCTING AN EDUCATION SESSION

Purpose: to get trainees to practise presenting material to a group of learners.

Review basic communication principles. Then role play or show a video tape of a poor presentation. Discuss factors that make for a good presentation.

Give trainees time to prepare and rehearse presentations based on their prototype lessons.

Have the trainees present their lessons and video tape them. Have part of the group writing down the good points and the bad points about each presentation. Discuss each presentation.

SESSION 9: EVALUATING AN EDUCATION SESSION

Purpose: to emphasise the importance of evaluation.

Review the relevant part of Session 6: Selecting Content, Method and Media on the things to do to determine that the lesson is a success. Relate objectives to evaluate and discuss ways in which evaluation can be done. Have the trainees revise their lessons on the basis of the criticisms made by the group in Session 8: Conducting an Education Session.

NOTES AND MATERIALS

*Handout 5A No.7 "Conducting
an Education Session"*

Handouts for MODULES for TRAINING EXTENSION WORKERS

Prepared by:

Martin L. Byram, Wilbur Hoff, Linda Maepa, and Frances Moitse

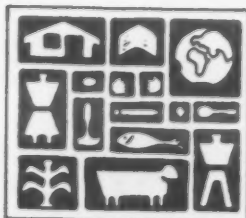
Staff of the USAID funded: University of Swaziland (DEMS) Project
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Illustrated by Daniel C. Aryeequaye
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The Center for International Education
University of Massachusetts

and

Division of Extra-Mural Services
University of Swaziland



CENTER FOR INTERNATIONAL EDUCATION

Handouts for MODULES for TRAINING EXTENSION WORKERS

Prepared by:

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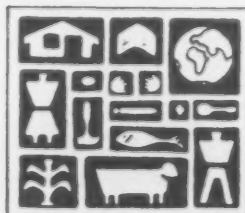
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INTRODUCTORY NOTE

The handouts and materials in this booklet go with the 'Modules for Training Extension Workers'. They are divided into four sections and into unit to correspond to the sections and units of the training modules. Thus, there are four sections:

- Section 1 : Basic Education Methods
- Section 2 : Community Education Methods
- Section 3 : Community Mobilisation Methods
- Section 4 : Work Management Skills
- Section 5 : Planning, Conducting and Evaluating
an Education Session

To facilitate their use each of the handouts has been numbered and cross referenced with the Modules. For example, Handout 1A No.2 'Ineffective Communication' is the second handout that should be used in Unit 1A: Basic Communication Skills and Home Visits. In all cases the use of the handouts in the training exercises is explained in the modules.

In all instances we consider these to be just basic training materials. They can be adapted and built upon as necessary. We also encourage you to develop and use, where appropriate, audio-visual aids. A slide/tape show could be used to help illustrate the basic points of theatre-for-development in Session 2 of Unit 2A: How to Use Drama for Community Education. Similarly a video tape of a poor field day might also be useful in Session 3 of Unit 2C: Organising a Field Day.

Some of these audio-visual aids could be developed in actual training situations for use in future training workshops. Once again, for example, slides on theatre-for-development could be taken of the performances in Session 6 of Unit 2A.

Above all, however, we encourage you to use these handouts in the way that is most suitable for your training situation, and to adapt, alter, and add to as you feel is appropriate.

HANDOUTSCONTENTS

Introductory Unit	:	Identifying Your Needs and Problems
Introductory Handout	:	Identifying Your Expectations
Section 1	:	Basic Education Methods
Unit 1A	:	Basic Communication Skills and Home Visits
1A No. 1	:	Flip Chart on the Communication Process
1A No. 2	:	Ineffective Communication
1A No. 3	:	Facilitating Change in a Home Setting
1A No. 4	:	Planning and Conducting a Home Visit
Unit 1B	:	How to organise and lead small group discussions
1B No. 1	:	Conducting Group Discussions
1B No. 2	:	Simulating Exercise on How to Lead a Group Discussion
1B No. 3	:	Dealing with Difficult Situations
Unit 1C	:	Education Methods
1C No. 1	:	Effective Teaching Methods
1C No. 2	:	Conducting a Demonstration
Unit 1D	:	Production of visual aids
1D No. 1	:	Tools for Lettering
1D No. 2	:	Organising a Visual Message
1D No. 3	:	Making Thermal Transparencies
1D No. 4	:	Illustrations
1D No. 5	:	How to Make a Flannel Board
1D No. 6	:	Displays
1D No. 7	:	Mounting and Laminating
Section 2	:	Community Education Methods
Unit 2A	:	How to use Drama for Community Education
2A No. 1	:	Theatre in Extension
2A No. 2	:	Problem Analysis
2A No. 3	:	Creating Stories
2A No. 4	:	Basic Dramatisation Techniques
2A No. 5	:	Community Discussion

Unit 2B	:	How to use Puppetry for Community Education
2B No. 1	:	Puppetry
Unit 2C	:	Organising a Field Day
2C No. 1	:	A Poor Field Day
2C No. 2	:	Planning a Result Demonstration
2C No. 3	:	Organising a Display
2C No. 4	:	Presenting Exhibits
2C No. 5	:	Puppetry as an Extension Method at Shows
Section 3	:	Community Mobilisation Methods
Unit 3A	:	Role of the Extension Worker in promoting community self-sufficiency
3A No. 1	:	Discussion Questions on the Role of the Extension Worker
3A No. 2	:	Looking at Myself
Unit 3B	:	Understanding the Community
3B No. 1	:	Understanding the Community
3B No. 2	:	The Prostitute
3B No. 3	:	Interviewing in the Community
3B No. 4	:	Developing a Community Profile
Unit 3C	:	Organising Meetings and Committees
3C No. 1	:	Working With Committees
3C No. 2	:	Conducting Committee Meetings
3C No. 3	:	Asking Questions
3C No. 4	:	Compiling an Agenda
3C No. 5	:	The Secretary and Taking Minutes
3C No. 6	:	Organising and Strengthening Community Committees
Unit 3D	:	Promoting Community Action
3D No. 1	:	Community Leaders
3D No. 2	:	Community Action Planning Guidelines
3D No. 3	:	Community Action Planning Sheet
Section 4	:	Work Management Skills
Unit 4A	:	Planning and Assessing your Work
4A No. 1	:	Steps in Preparing a Monthly Work Plan
4A No. 2	:	Monthly Work Planning Sheet
Unit 4B	:	Reporting
4B No. 1	:	Components of a Good Report
4B No. 2	:	Writing a Report
4B No. 3	:	Verbal Reporting

Unit 4C : Writing a Project Proposal

4C No. 1 : The Basic Points for Writing a Proposal

4C No. 2 : Writing a Project Proposal

Summary Module

Unit 5A : Planning, Conducting, and Evaluating an Education Session

5A No. 1 : Basic Communication Principles

5A No. 2 : Systems Analysis

5A No. 3 : The Use of Models

5A No. 4 : Organizing Management

5A No. 5 : Objectives

5A No. 6 : Selecting Content and Methods

5A No. 7 : Conducting an Education Session

Complete the following questions in 10 minutes

1. Write 3 things that you would like to learn from this workshop (that relate to the objectives) that will help you in your job.
2. What would you say is your biggest difficulty in getting communities involved or motivated to improving their health (or agriculture)?

SECTION 1:

BASIC EDUCATION METHODS

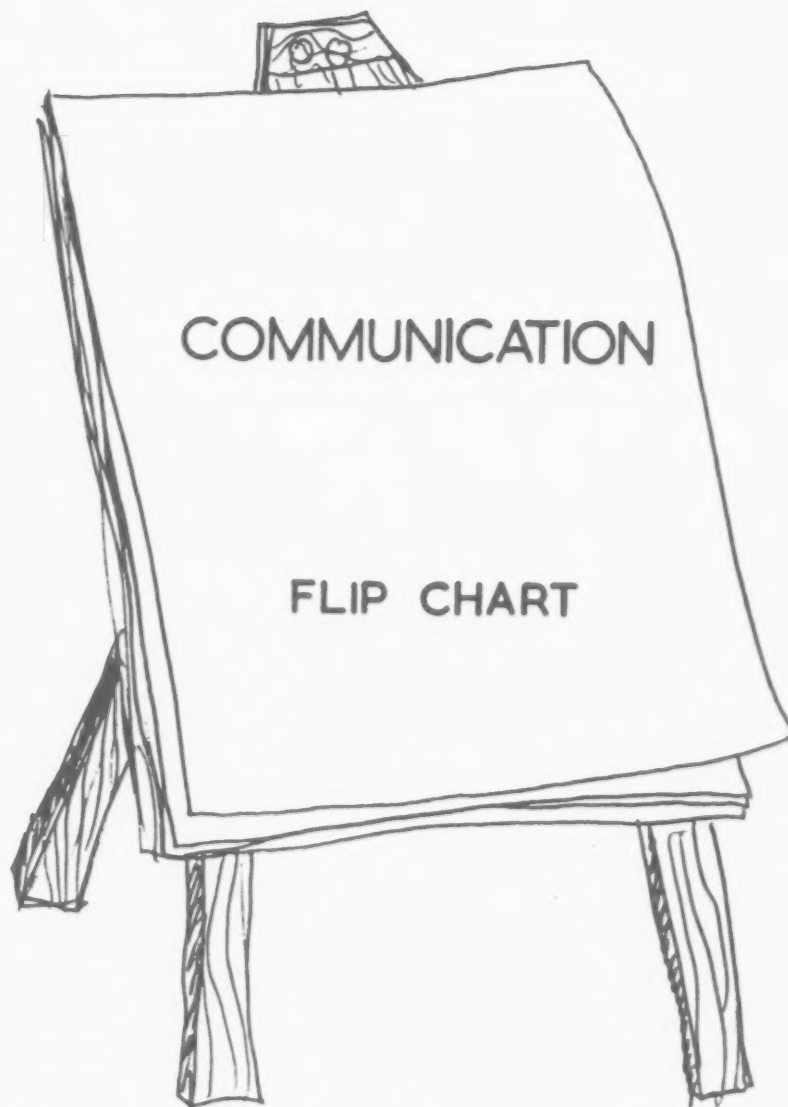
A major part of any extension worker's activity is making personal contact with individuals, families, and groups. Making this contact involves establishing a friendly rapport, and communicating in a manner that is both acceptable and understandable to the person or persons concerned. Through good communication an extension worker will be able to identify problems and needs, and work out appropriate solutions and actions with those concerned.

In order to make effective personal contacts the extension worker must be able to choose and use extension methods that are appropriate for a specific purpose and target group. And he or she must be able to communicate ideas and information effectively in a one-to-one or group setting.

The handouts in this section give field workers information, and practical skill training to help them choose and use appropriate extension methods; methods that are appropriate for the specific purpose and target group they are dealing with. The handouts relate to the following units.

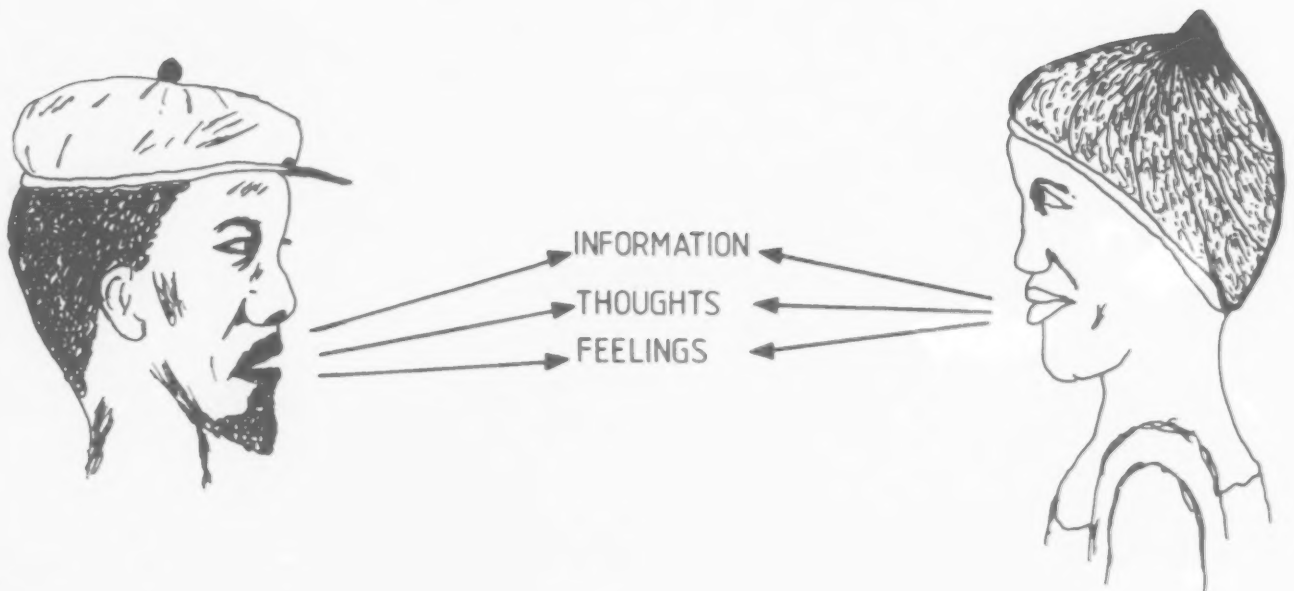
- Unit 1A : Basic Communicatio skills and Home Visits
- Unit 1B : How to Organise and Lead a small Group Discussion
- Unit 1C : Education Methods
- Unit 1D : Producing Visual Aids





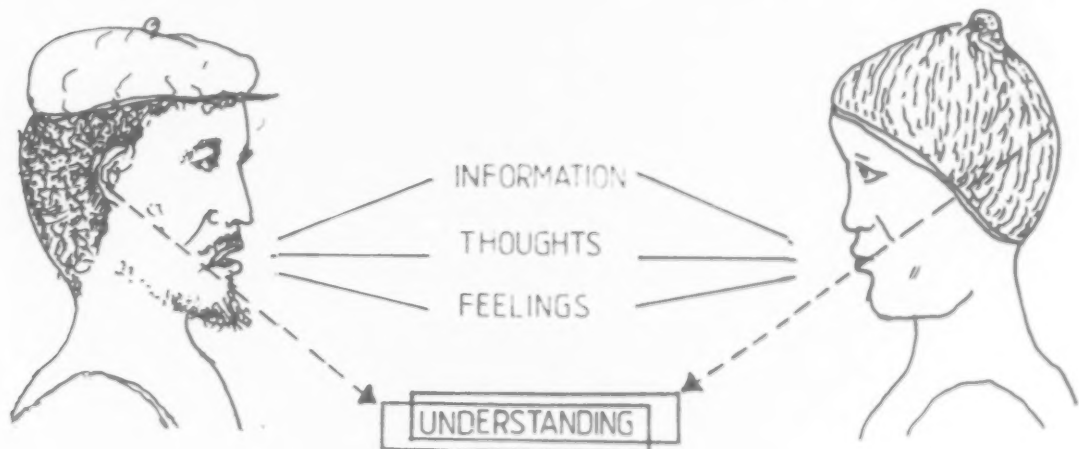
COMMUNICATION

IS AN EXCHANGE OF INFORMATION
THOUGHTS OR FEELINGS BETWEEN
2 OR MORE PEOPLE.



THE PURPOSE OF COMMUNICATION

IS TO CREATE
UNDERSTANDING
BETWEEN PEOPLE



EFFECTIVE COMMUNICATION
CREATES
GREATER UNDERSTANDING

FOR
EFFECTIVE COMMUNICATION
THERE MUST BE

ATTENTION

BY BOTH
THE SPEAKER & LISTENER.

INTENTION

ONE PERSON WANTS TO SEND
A MESSAGE - THE OTHER WANTS TO LISTEN.

MESSAGE

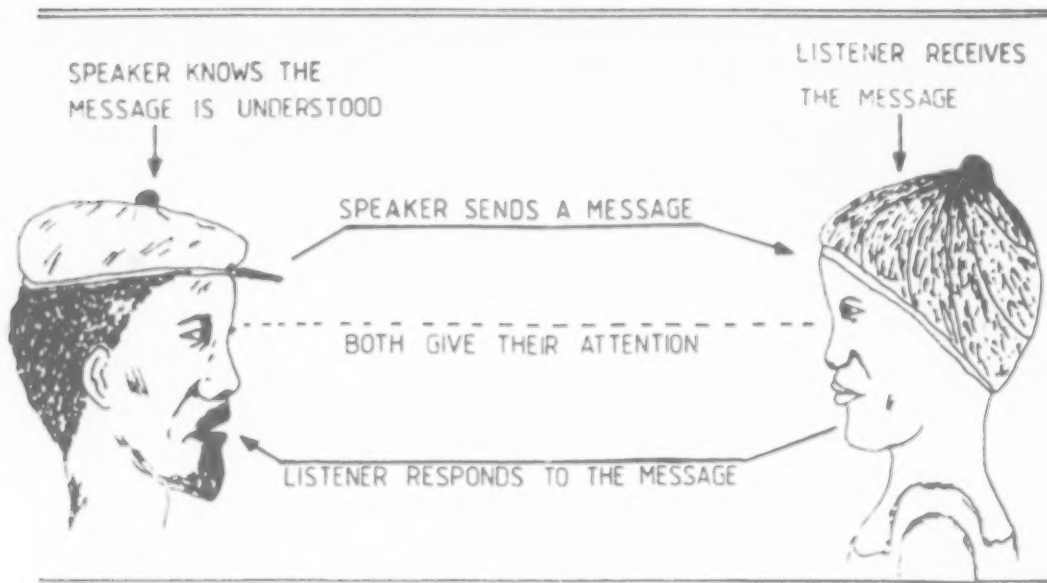
MUST BE CLEAR AND UNDERSTANDABLE.

FEEDBACK

THE LISTENER MUST RESPOND
TO THE MESSAGE.

ALL THE ABOVE
MUST HAPPEN TO MAKE THE
COMMUNICATION PROCESS EFFECTIVE.

EFFECTIVE COMMUNICATION PROCESS



STEPS TO GOOD COMMUNICATION

- 1 SPEAKER & LISTENER GIVE EACH OTHER ATTENTION
- 2 SPEAKER SENDS A CLEAR & UNDERSTANDABLE MESSAGE
- 3 LISTENER HEARS THE MESSAGE & LISTENS CAREFULLY
- 4 LISTENER RESPONDS TO THE MESSAGE BY :
ACKNOWLEDGING IT ANSWERING IT OR REPEATING BACK TO CONFIRM SHE UNDERSTANDS
- 5 SPEAKER KNOWS THE MESSAGE IS UNDERSTOOD

RESULT - BOTH UNDERSTAND EACH OTHER

BARRIERS TO COMMUNICATION

LACK OF ATTENTION

ONE OR MORE

PERSONS DO NOT GIVE THEIR ATTENTION

POOR INTENTION

SPEAKER IS NOT

CONFIDENT OR ORGANIZED

UNCLEAR MESSAGE

MESSAGE IS NOT

CLEAR OR UNDERSTANDABLE

NO FEEDBACK

LISTENER DOES NOT

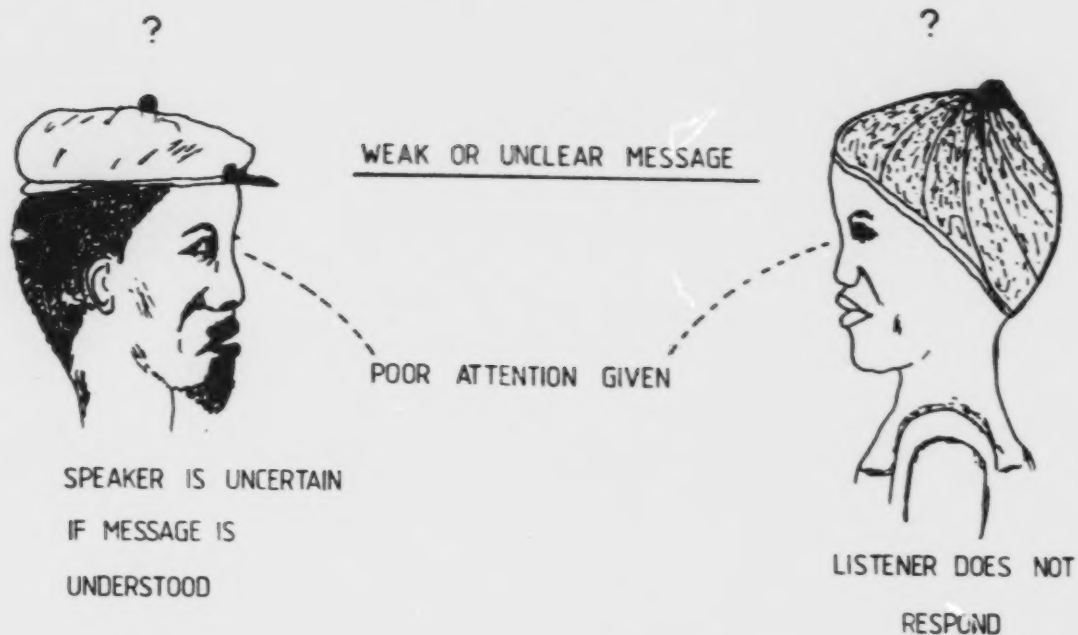
RESPOND TO THE MESSAGE

INCOMPLETE CYCLE - THE CYCLE OF

COMMUNICATION FROM ONE PERSON

TO THE OTHER WAS INTERRUPTED

POOR COMMUNICATION PROCESS



1 POOR ATTENTION IS GIVEN

2 SPEAKER SENDS A WEAK OR UNCLEAR
MESSAGE

3 LISTENER DOES NOT WANT TO HEAR

4 LISTENER DOES NOT ANSWER OR RESPOND

5 SPEAKER IS UNCERTAIN IF LISTENER UNDER-
STOOD

192

RESULT-LITTLE OR POOR UNDERSTANDING

(6)

INEFFECTIVE COMMUNICATIONHANDOUT 1A No. 2SOME SAMPLE EXERCISESInstructions:

1. Each group should discuss the situations described below and decide how they could have been avoided. Allow 15 - 20 minutes for the discussion.
2. Ask each group to appoint a secretary to take notes and report on the group's discussion.

Situation A

A community worker talks to a group of people who have very little food. He tells them that the Ministry of Agriculture will help them to develop vegetable gardens and fruit orchards. The people are very happy.

But then they do not see this worker again for a long time. When he finally returns he only brings them some seeds and then tells them to go to Big Bend to buy fruit trees.

The people are angry because he took a long time to return and because they expected the Ministry of Agriculture to also send workers who would bring the trees, at no charge and help them plant their gardens.

HOW COULD THIS MISUNDERSTANDING HAVE BEEN AVOIDED?



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Situation B

A community is approached by a water supply organisation to discuss building a piped water supply for the people. A community meeting is held and the people agree to go ahead with the project.

The people contribute labour and money to build it. But after it is finished some families complain because they do not have a water tap near their homes. They have to walk too far to get their water.

Other people complain that they have to pay fees even when they do not have taps close to their homes. And others are angry because they did not realize they would have to pay a monthly fee in order to maintain the water system and buy petrol to run it even after the water system was completed.

HOW COULD THIS MISUNDERSTANDING HAVE BEEN AVOIDED?



FACILITATING CHANGE IN A HOME SETTING

These simple steps will help you understand an individual's or family's problems and will help them understand how they can solve the problems by themselves and with your help.

STEPS1. Establish a friendly rapport

Give a friendly greeting
Introduce yourself
Be friendly and warm
Be genuine and natural
Take an active interest in
the individual, the family,
etc.

Some Examples

"Hellow"
"I am"
"How is your family?"

2. Explain why you are there or what you can do

State clearly why you have come or
what you are able to do
State what benefit they might get
from your visit

"I am from the Ministry of
...."
"I came to find out ..."
"I have some information
that may help you ..."

3. Find out what people want and need

Ask about their problems and
conditions
Find out their complaints and
difficulties
Discover what they consider
important about health, illness,
crops, etc.

"How are you feeling?"
"How is your health?"
"How are your children?"
"What difficulties are you
having?"
"What things are you having
trouble with?"
"What things do you want in
your life" -- for your
family?"

4. Find out what difficulties are getting in the way

Identifying the barriers (perceived ones and others)
Ask what prevents them from achieving their wants and needs

"What prevents you from doing that?"

"What is getting in the way?"

"I note that:

-you have a bad cough ...

-your children appear sick ...

-the water is very dirty..

-your maize crop is very poor ...

5. Explore alternative actions and solutions

Ask what things the person could do to accomplish what he/she wants; to prevent something from happening; to solve the problem, etc.

Try to get alternative ideas, not just one course of action.

"What could be done to..?"

"What things could you do to ...?"

"How could you prevent that from happening?"

"What other things could be done?"

"What else could you do?"

"Who else could help ...?"

6. Find out what the person is willing to do

From the ideas above, find out what is practical and within local means

Find out at least one thing the person is willing to do

Get an agreement for some specific action.

"What do you think is practical (or the best thing) to be done?"

"What would you be willing to do?"

"What would you be willing to agree to do ...?"

"When could you start ...?"

7. Find out what assistance and resources are required

Ask what assistance the person needs or wants

State other sources of assistance that you know about

"What help do you need?"

"Who else could help you?"

"Could other people (your friends, the community, etc) help you do this?"

"The Ministry of can provide"

8. Follow up on agreements made

Take whatever action you think wise to follow up with agreements people make on health/agriculture projects

"I will check back in one week ..."

"I will contact the Ministry of"

PLANNING AND CONDUCTING A HOME VISIT

A home visit is a method that can be used to provide instruction or services to individuals and families. It is a planned visit to a farm or home. The home visit can be used to:

1. Provide information, instruction and other services to individuals and families. This might be in response to specific requests for help; or to explain a recommended practice; or to invite the individual or family to participate in a planned activity.
2. Learn and gather information about individual homesteads and the community. This might be to help the extension worker gain first hand knowledge of the problems faced by the individuals; or to follow-up and observe the results of a recommended practice; or simply to get to know a particular individual or homestead.
3. Plan an activity with the farmer or the homestead, such as a demonstration or a meeting.

A well conducted home visit can be useful in so far as it:

- (a) can help to encourage two-way communication, and therefore an exchange of ideas, between the farmer and the extension workers.
- (b) makes it possible to assess a farmer or a homesteads problems on the spot. Suitable measures to deal with the problem can then be worked out by both the extension worker and the homestead.
- (c) can help to create a rapport and mutual confidence between the farmer and the extension worker.

What other advantages can you think of?



At the same time however, we should be aware that a visit requires a large amount of the extension workers time, and the number of visits that can be made in a given period of time is limited. There is also the danger of concentrating on the most progressive farmers at the expense of the less progressive farmers where personal contact is most needed. We need to be conscious of this and take care to avoid it.

Planning and Conducting a Home Visit

A home visit needs to be planned in advance, conducted in a friendly, efficient manner, and followed-up. This is the case with all extension teaching methods.

Before the visit

Careful and adequate preparation before the visit is the key to success.

- be clear on the purpose of the visit: where possible this should be agreed upon by the extension worker and the farmer.
- make an appointment with the farmer if possible: if this cannot be done choose a time when you know the family members will be home, and not too busy to talk to you. Don't interrupt anything!
- check the subject matter needed: including any information you may have about the farm to be visited.
- consider the approach: you will use during the visit and organise required teaching materials accordingly.

During the Visit

During the visit be conscious of your role as an extension worker. One thing that will be expected of you is to provide sound technical information and advice to the homestead. Relate your information to the homestead situation and their concerns about their crops, cattle, health of their family, and so on. Some of the points to be borne in mind during the visits are:

- Greet the family in the traditional manner and inquire about the health and condition of family members.
- Make the visit a pleasant experience for all. Discuss your views and their concerns in a non-threatening way.
- Don't pressure the family members into an educational experience. Talk with them, listen, and make education a part of the conversation.
- Listen attentively to what they may mention as their problems and needs. Pay attention to non-verbal aspects of communication.
- Work technical information/education into the fabric of the conversation.
- In general, learn to read the signs of uneasiness or resentment that might occur when visitors are not wanted. Don't try to teach at this time, it would not be effective.
- Be sensitive to what is going on in the home and how much time the family can give you.

- Compliment the family when the occasion calls for it, e.g. when the house is well kept; when the farmer has done a good job.
- Use visual aids and demonstrations when you give lessons.
- Don't take notes while home visiting, except to write down what you may have promised to do for the family.
- Invite families to attend community meetings when these occur.

After the Visit

After the visit make a record of what happened and what was agreed for future reference. On the next page is an example of a Home Visit Record Form that can be used for this purpose. In addition:

- review the original objectives, and evaluate the effectiveness of the visit making note of both the positive and negative aspects so that you can help improve on future visits.
- follow-up matters of importance, in particular the things you have agreed to help the homestead with.
- plan a future visit.

It is important to evaluate your visits. Unless we engage in a critical review of our effectiveness we will not improve as an extension worker. On the next page there is an evaluation check list to help you assess your performance.



EVALUATE YOUR FARM VISIT**BEFORE THE VISIT**

1. Have you scheduled this visit along with others for the most efficient use of your time?
2. Does the farmer know you will visit him?
3. Does he know the purpose of your visit?
4. Do you have all the information needed to help him with the problem to be solved?
5. Is your visit times for the farmer's convenience?
6. Will you have a notebook and pencil to record the details of your visit?
7. Will any supplies or equipment be needed?
8. Is the practice or skill you propose too difficult for him to achieve?
9. Can he afford the practice you propose?
10. Is he ready to use it?
11. Does the practice related to the farmer's experience?
12. Do you plan to teach only one thing at a time?
13. Will you need to prepare any demonstration materials or hand-outs?
14. Will you brief the farmer on current and future agricultural events as on marketing tips, seed and fertilizer purchase, etc?

Yes	No

DURING THE VISIT

1. Did you talk directly to the farmer?
2. Did the farmer get an opportunity to express his views?
3. Was he complimented for any of his good points or past achievements?
4. Was your visit short but effective?
5. Did he understand what he was to do to accomplish the purpose of your visit?

1A No.4

6. Were your questions designed to avoid "Yes" or "No" answers?
7. Did you gain his confidence?
8. Were you able to give direct assistance to the farmer?
9. Was the farmer interested to the point of acting on your advice?
10. When you left, did the farmer have a clear understanding of the object of your visit?
11. Did you record the details of your visit?
12. Were any commitments made on your part, or on the farmer's part, which will require future visits?
13. Were you a good listener during your visit?
14. Did you respect the farmer's viewpoints?
15. Did you request final questions from the farmer before you left him?
16. Was he given literature or handout material?

Yes	No

FOLLOW-UP

1. Were plans made for a future visit?
2. Will additional materials be needed for a later visit?
3. Was the farmer left with instructions for future actions on his part?
4. Did the farmer request assistance from you or others?

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RECORD OF FARM VISIT

1. Name of Farmer _____
2. Location of Farm _____
3. The visit-Time _____ Date _____ Place _____
4. Purpose of visit _____

5. Observation you made _____

6. Help given to the farmer _____

7. Evaluation or follow-up _____
Date of follow-up _____
What results did you get? _____

Signature of officer
making the visit: _____

Date: _____

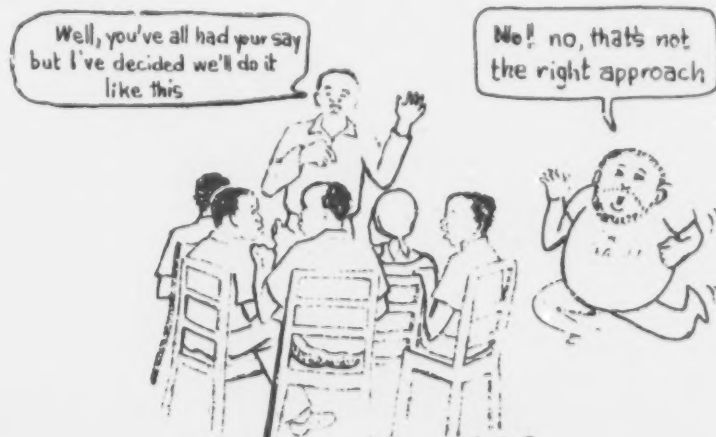
CONDUCTING GROUP DISCUSSIONS

Group discussion can be an effective method of learning, particularly where there is a need to exchange ideas and opinions and to engage people in solving problems. A group discussion has many advantages:

1. In a group, people can express many more points of view about a subject. They have a chance to hear what other people think and to compare their own ideas. This stimulates their thinking and encourages them to take part in the group.
2. Many people feel safer in a group of their own people. They often get support for their ideas from others.
3. A group discussion can encourage people to make agreements that they can all support, and that will benefit the health of the whole community. When people reach agreement in a group it is easier for them to make a commitment and to follow through with action for a health improvement.
4. You can reach more people in a group than individually. Village workers have limited time and can't always talk with each person. You can often accomplish effective health education in a shorter time with a discussion in a group if you organize it and lead it properly.
5. After the discussion is over many people will continue talking about what was said, even after you leave. The effect of the discussion will cause people to talk some more and to do something about their problems.

The Discussion Leader or Facilitator

Leadership is often associated with authoritarianism a dominating style of leadership with a tendency to tell the group what to do. An authoritarian leadership approach might make for short meetings but it will not stimulate ideas and opinions. What we will be looking at here is a group-centred approach to leadership. This approach emphasises a more democratic style of leadership, with the leader helping the group to make decisions.



Discussion group leadership skills can be learned. Some of these leadership skills are:

- . keeping group members on the topic
- . clarifies communication by helping to explain what group members have said as a way of:
 - . focussing discussion
 - . clarifying issues
 - . developing ideas
 - . relating one idea to another
- . stating the problem in a constructive way that will help people to work it out. This involve:
 - . stating all sides of a controvesy fairly and objectively
 - . recognising themes that seem to be arising in the discussion
 - . asking questions that will help the group understand the issues.
 - . suggesting ways to solve the problem
 - . summarising what has happened and restating a decision to ensure that the group agrees.

An important function of the group leader is to create the right atmosphere by encouraging discussion, being sensitive to feeling, creating harmony, and resolving conflict.

A good leader will avoid

- . criticizing the ideas and values of others
- . forcing his own ideas on the group
- . making decisions for the group
- . talking too much and dominating the group

The Group

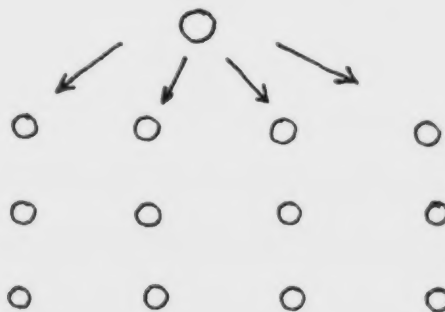
The way the leader approaches the group is one factor that influences the way in which the discussion group operates. Another important factor is the group dynamics. The degree to which a discussion group operates smoothly will be influenced by:

- . the feelings and attitudes of members
 - . interpersonal relations
 - . underlying factors such as power-plays, hidden agendas
- and the overall willingness of members to participate

Group dynamics can be divided into two broad categories. Those that help to build the group process, and those that block the group process. For example:

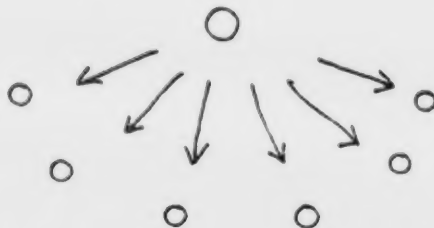
BLOCK	BUILD
1. Not listening	1. Humor
2. Unclear issues	2. Starting on time
3. Disorganized	3. Short meetings
4. No facilitator	4. Fun
5. No defined goals and objectives	5. Compromising

The physical arrangements for a group discussion will have a bearing on the group dynamics. The seating pattern will influence the pattern of communication for example, in a typical classroom situation the flow of communication is predominantly one way - from the teacher to the pupils.

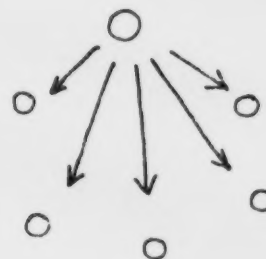


Other common seating arrangements

B.



C.



Decision-making

In many cases discussions are held to 'air' points of view and to reach a decision of what to do about a particular problem. If a group is to carry out the decision effectively then everyone should be involved in formulating the decision and agreeing to a great extent with it.

This process of consensus - decision making does not mean that everyone will be in full agreement with what is decided, but that everybody has had a fair chance to be heard. Overall there will be agreement.

Consensus - decision making involves

- Describing and defining the problem so that everyone understands it and is aware of all the relevant information
- Brainstorming all the possible alternative solutions
- Reviewing and prioritising the possible alternatives, a process that should encourage presentation of views from all members of the group
- Making a decision by re-stating points of agreement, and areas of hesitation. Periodic testing by asking "Do we agree that----" will help to clarify issues. Where there is no agreement:
 - ask those who disagree to suggest alternatives; or
 - decide on a course of action to help resolve the disagreement
- Implement the decision. Once the decision has been taken decide who will do what by when and how. This means the task must be clearly defined and spelled out in detail. Without this step the group's energy has been wasted.
- Evaluate the results of the decision. Did we do what we said we would do? What things happened that were not anticipated in the planning? How would we do it if we had to do it again? By evaluating we can learn from our experience.

Summary

Conducting a discussion involves

- (1) having a clear purpose for the discussion
- (2) being prepared for the discussion
- (3) making sure all members understand the purpose
- (4) facilitating discussion and creating the right atmosphere for an exchange of ideas
- (5) getting agreement
- (6) reaching a decision on implementing the solution

SIMULATION EXERCISE ON HOW TO LEAD A GROUP DISCUSSION

A SAMPLE EXERCISE FOR THE TRAINER

The purpose of this exercise is to teach the trainees:

- (a) the leadership skills required to lead a discussion group towards reaching a consensus decision.
- (b) specific group leadership skills such as asking questions, summarising
- (c) the leadership skills required to resolve conflict within a discussion group situation.

The exercise includes the following materials:

- . instructions to the groups and observers
- . sample discussion questions
- . role cards
- . consensus decision-making guidelines for the facilitator
- . group discussion observation sheet

The Exercise

Begin the exercise by outlining its purpose. Relate it to earlier presentations of the functions of discussion groups, the role of the group leader, and the importance of consensus decision-making.

Explain that there are two sets of instructions: one set of instructions for the group, and the one set of instructions for the observers. Outline each set of instructions in turn so that everyone is familiar with how the exercise should work. The instructions are:

A. To the group

1. Each group will be given a discussion topic. All the topics pose a development problem that the group will have to try and resolve. The group should place themselves in the position of the people described in the problem.
2. Before the discussion begins, each member of the group will be given a role card that will be explained by the Observer. The role cards give a brief description of a particular kind of person; the attitudes he or she has and how that person tends to behave in a discussion group. Each group member should adopt the role given to him but should not tell other members if the group what his role is.
3. One member of the group will be given the role of facilitator. It is his task to lead the group in its discussion on the problem. The facilitator can use the "Guideline or Consensus Decision-Making" to help lead the discussion. The Observer will explain how the Guideline should be used.

4. Once everybody has had a chance to get familiar with their roles, the facilitator should begin the discussion.
5. After 15 - 20 minutes the observer will stop the discussion, and review with the group what happened in terms of the group dynamics, and the group leadership.

B. To the Observer

1. Begin by explaining the purpose of the exercise, how it will work, and the role of observer, which is to take note of what happens during the group discussions, and help the group assess its performance in terms of the various group discussion skills.
2. Explain the discussion topic and allocate the roles. Take time to explain each role on an individual basis.
3. Observe the discussion taking note of the group process. The "Group Discussion Observation Sheet" can be used to record your observations.
4. After 15 - 20 minutes stop the discussion and review with the group what happened. Begin with the facilitator and ask:
 - . how he felt the discussion had gone?
 - . how successful he felt he had been in leading the discussion?
 - . what difficulties he had encountered?

Invite the rest of the group to give their comments and add your own. Keep a note of their comments for reporting purposes.

DISCUSSION TOPICS FOR THE GROUP DISCUSSION SIMULATION EXERCISE

1. Following the cyclone the Health Committee has been given E1000.00 towards improving the health situation there. A discussion is being held to decide how to spend the money.
2. There has been a spate of pregnancies in the local school. The headteacher has called together the community leaders to decide how they can avoid this problem in the future.
3. The local staff nurse is concerned about the poor response to the immunization programme. She is holding a meeting with the local leaders and extension workers on what can be done to get a better response from parents.
4. A group of women are discussing the neglect of their families by the men. They are trying to decide how they can make their husbands realise the problems they are causing by their prolonged stay in the towns.

ROLE CARDS FOR THE SIMULATION EXERCISE ON GROUP DISCUSSIONS

Facilitating

You have a keen interest in helping the community. As a discussion leader you like to get everyone involved in reaching a decision.

Cooperative

You are keen to make the meeting a success. Although you are not the facilitator you have all the qualities. If the facilitator asks you volunteer to be secretary.

I want it this way

You have a high opinion of yourself, and if allowed will try to dominate the discussion. You have a definite opinion of how the problem can be solved and are keen the group should see it your way.

No, I didn't say anything

You are the sort of person who tends not to participate. However, you are observant and occasionally will give comments to try and help the group operate better.



It must have been somebody else

Your general attitude to life is negative. You are the type who's seen it all before. You tend to see every suggestion has been tried before and failed. And when things go wrong you are quick to say 'I told you so' and blame everyone.

Oh, why don't we try this

You are a good listener and are capable of summing up other people's ideas. You have also got ideas of your own about how the problem can be solved and are willing to share these ideas for discussion.

Did I get off the point?

You have a very active train of thought, but don't always stick to the point. One of your pet subjects is 'Government should do this. It's government's responsibility'.

Well I am not sure

Deep down your intentions are good. You support the work of the committee. But at the same time you are a bit of a traditionalist and it's difficult for you to support new initiatives. You are hesitant.

GROUP DISCUSSION OBSERVATION SHEET

Instructions to the observer.

Observer, the group process in terms of:

- (1) how the discussion leader fulfills his functions.
- (2) how the group members react to each other and support the group process.

To help you in your observations consider whether or not:

A. The Facilitator

1. Keep on the meeting focused on the topic.
2. Clarifies and relates ideas.
3. Summarizes feelings
4. States the problem in a constructive way
5. Suggests procedures for solving the problem
6. Resolves conflict
7. Summarizes decisions.

B. The Group Member

1. Initiate ideas
2. Provide information
3. Summarize and clarify contribution of others
4. Offer decisions and conclusions
5. Test for consensus

Record your comments in the space below.

THE FACILITATOR

THE GROUP MEMBERS

CONSENSUS DECISION-MAKING**GUIDELINES FOR THE FACILITATOR**

Instructions to the Discussion Leader:

1. This form can be used to help you lead the group towards solving a problem and reaching a decision
2. Follow each stage in sequence
3. After the successful completion of each stage complete the appropriate space, summarising what happened during the discussion.

1. DESCRIBE THE PROBLEM

The problem is:

2. BRAINSTORM POSSIBLE SOLUTIONS

Possible solutions are:

3. REVIEW AND PRIORITISE THE SOLUTION

The priorities are:

4. MAKE A DECISION

The group decision is:

5. AGREE ON A PLAN FOR IMPLEMENTING THE DECISION

The implementation plan is:

DEALING WITH DIFFICULT SITUATIONS

A group is a collection of individuals. They are a diversity of personalities with different needs, interests, and aspirations. These needs and aspirations will influence the way a person behaves in a group. In some cases this may be a negative behaviour which will create tension and cause problems in the group.

For example, a cynical person, or a dominating person, or an aggressive person who display these traits in a group discussion will help to create tension and difficulties. These tensions and difficulties need to be dealt with otherwise the energies of the group will be wasted. Some examples of 'difficult situations' and what might be done about them are given below:

EXAMPLE:

1. Someone persistently bringing up one idea, one solution, one issue.

CAUSE: The person may feel that he is not being heard, or that the group is in fact acting on his suggestion.

PREVENTION: Not always possible. Rigid behaviour is not always rational

WHAT TO DO NOW:

- (a) Try and explain to the person that his suggestion has been heard and why the group is not acting on it.
- (b) Discuss the problem; with or the person after the meeting



EXAMPLE:

2. The group is having difficulty focusing on the topic.

CAUSE: The issues have not been classified or they are too complicated.

PREVENTION: Develop a plan before the meeting to break the issue down into manageable pieces.

WHAT TO DO NOW:

- (a) State what you see has separate issue.
- (b) Ask the group to list the issues or to the ones you have stated, and then set priorities and take them one at a time.

**EXAMPLE:**

3. The group is not able to make a decision.

ISSUE: No one is taking the role of summarizer. The goal may not be clear.

PREVENTION: Agree on the purpose of the meeting right at the start. Encourage people to help in facilitating the discussion.

WHAT TO DO NOW:

- (a) Summarize the discussion up to that point. Restate the issue.
- (b) Ask the group if they are ready to take a decision. Take a break.
- (c) Decide not to decide until the next meeting.

EFFECTIVE TEACHING METHODS

There are a variety of teaching methods that can be used with training groups. These include audio-visuals, discussion techniques and practice methods.

- (a) Stimulating Awareness Through the Senses the eyes, ears, nose, and mouth

Audio visuals may include:

- . Posters
- . Leaflets
- . Flash cards
- . Demonstrations
- . Radio Programmes
- . Films
- . Drama

- (b) Learning Through Discussion

Methods may include:

- . Home visits
- . Talks with questions
- . Small group discussions
- . Committee meetings
- . Community meetings

- (c) Learning by Practicing

Methods may include:

- . Demonstrations
- . Role play
- . Field trips
- . Exercises
- . Workshop/practice
- . Individual instruction

CONDUCTING A DEMONSTRATION

Demonstrate, using a range of senses, can be very effective in helping people understand and practice proper health or agriculture behaviours. People learn quickly when they see, hear, feel, taste, and smell something. The behaviour becomes more real and easier to do.

The following steps may be useful as you plan and conduct a demonstration.

1. Plan beforehand all the things you will do. Try them out ahead of time with someone else to make sure they work properly.
2. Assemble all your materials ahead of time. It is a good idea to use only equipment and materials that are available locally, and to have some local people help you get things together. That way you will have local support for what you are doing; the people will feel more a part of it, and you have a better chance of catching inappropriate elements of the demonstration beforehand.
3. Begin by telling participants what you are going to do. Tell them why you are doing it and describe all the steps before you actually start.
4. Demonstrate one step at a time. Explain everything carefully. As you are doing each step, tell what you are doing. If possible, ask participants to help you do some of the steps.
5. Encourage participants to ask questions as you go along. Check frequently to make sure they understand each important idea or step.
6. When you are finished, review what you did. Make sure people understand the steps and the end results. If possible, let people feel, handle, taste, and smell the result or product of the demonstration.
7. When you complete your demonstration, have one or more participants duplicate it. Ask for volunteers. Explain the steps again and let the volunteers demonstrate. Correct any mistakes politely. Give praise for doing it correctly, and thank them.

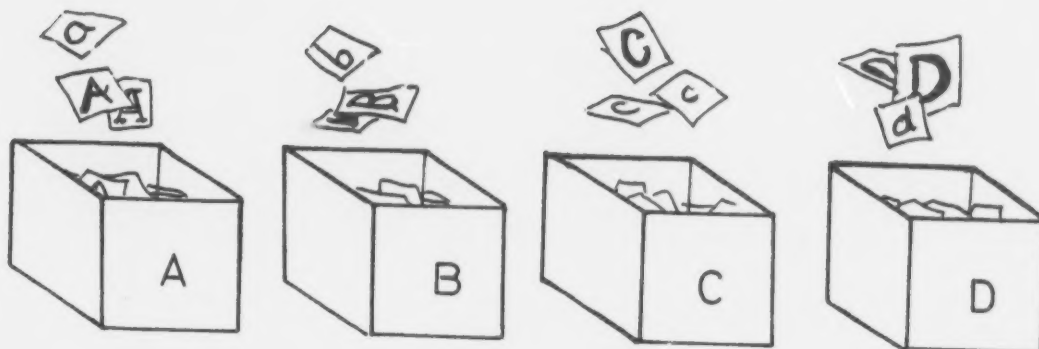
TOOLS FOR LETTERING

Frequently the visuals that you use, be they posters, flash cards, flip charts or slides, TV and films have to be accompanied by words in ordinary language. It would spoil the visual if these were written badly, hence our concern here with tools for making nice looking letters.

Here are several ways you can obtain letters.

1. Newspaper, Magazines, and Old Posters

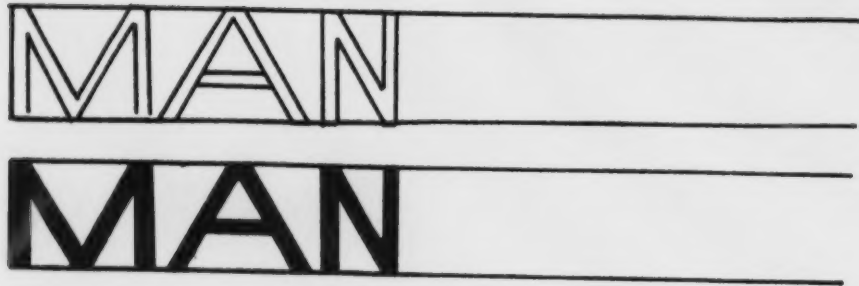
Sometimes one sees advertisements in big beautiful letters. These can be cut out carefully and kept for use with visuals. Children love cutting out letters. Whenever you can get hold of a few children, give them papers and let them cut out with razor blades. Accumulate these and keep them in boxes, a box for each letter or number



2. Felt Pens

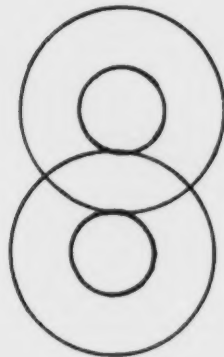
Draw faint guidelines in pencil so that your letters are the correct height.

Sketch the letters in pencil and then shade with a felt pen. Erase guidelines.



On squared paper you can trace letters, cut them out and mount on cardboard. Then cut out cardboard letters and keep for use when you need them.

Use

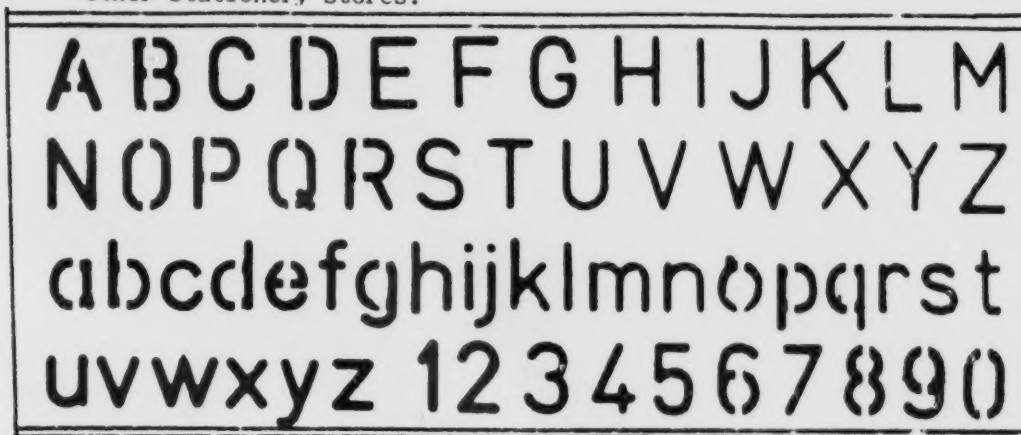


for all circular parts of

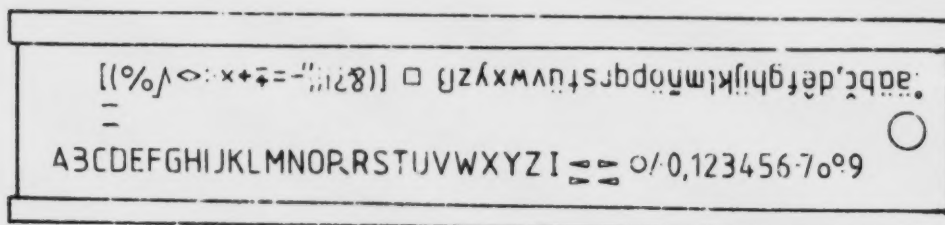
Letters as in
B, C, D, G, J, O, P, Q, R, S.

3. Stencil Guides

Plastic stencils can be bought inexpensively from Websters and other stationery stores.



Other stencils have a raised edge so they don't lie flat on the paper. This is a precaution against the ink messing the paper. These stencils usually go with special pens and are sold in sets according to size. Rotring and Rapidograph are examples of these. These can be bought at Swaziland Stationery and at Sebec.

4. Templates

Templates look a lot like rulers. They have letters engraved on them. They work with special scribes which have a needle that traces the letter on the template while a pen writes the letters on your paper.



5. Dry transfer Rub on Lettering

You can buy a sheet of Rub-ons (Letraset) for 99c. The letters are carried on the back of an acetate sheet. All you do to produce fine quality letters is place the sheet on your paper, positioning the letter where you want it, and rub the front of the acetate sheet with pencil. The letter transfers onto your paper. If you have made a mistake and want to remove the letter, all you do is, place a piece of masking tape sticky side on the letter and gently rule the back. When you lift the masking tape, the letter comes off with it.

edding
transfer

AAAAAA
BBBCCC
DDDDDEE
EEEEEEE
GGGGGGG

6. Machine Lettering

One example of a lettering machine is the Kroy. This machine uses discs for various types of letters and it prints them on tapes. The tapes consist of acetate strip, which will bear the letters and backing that can be peeled from it when the letters are to be used.

To use the machine, fit an appropriate disc. You have to start it about 20° and then lay it flat on the machine. Shift the disc such that the letter you want to use is opposite the arrow, with the arrow slightly to the top of the letter. Press the print knob briskly, but not too hard.

You can obtain Kroy letters from DEMS, the Ministry of Agriculture and Macroware.

**WHAT DOES A
COUPLE WITH A
ROSY FUTURE
WANT**

ORGANIZING A VISUAL MESSAGE

If you are going to be creating visual messages it is important to organise them such that the message has its full impact. Given a poster and some visuals, you have 9 areas within which you can place your most important message.

1	2	3
4	5	6
7	8	9

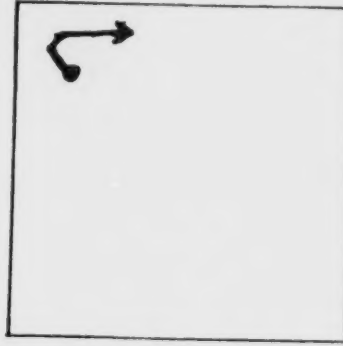
You can place it within any of the areas 1 - 9. The question to ask yourself is where will people start looking first, or where are people most likely to look for the important message.

Eye movements

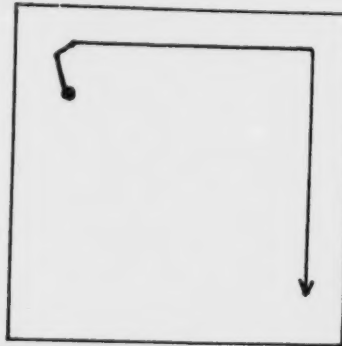
Research on eye movements scanning a visual has been done only among Western peoples. But since it seems that scanning a visual has a relation with Western reading habits, it is possible that those of us who have been influenced by Western culture read visuals the same way. For cultures that read right to left or bottom to top the situation might be different.

Eye movements on an 8" x 10" picture

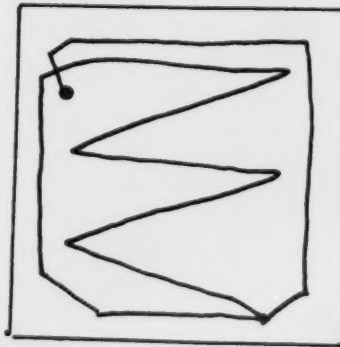
1. According to the research that is there people tend to fixate on upper left hand corner.



2. Then the eye follows this direction



3. Then it scans



Eye movements that travel the photograph can be broken down to

61%	Top
39%	Bottom

The area that gets the most attention is the top left hand quarter. The left half gets 66% of the attention and the top half gets 61%

41%	20%
25%	14%

This does not, however, mean that essential messages must be confined to these areas. A bright spot will command attention anywhere. So one way of getting attention to a visual that is not in the areas of greatest attention is to colour them brightly. Also you might organise your visuals such that the pattern leads the viewer to the desired area.

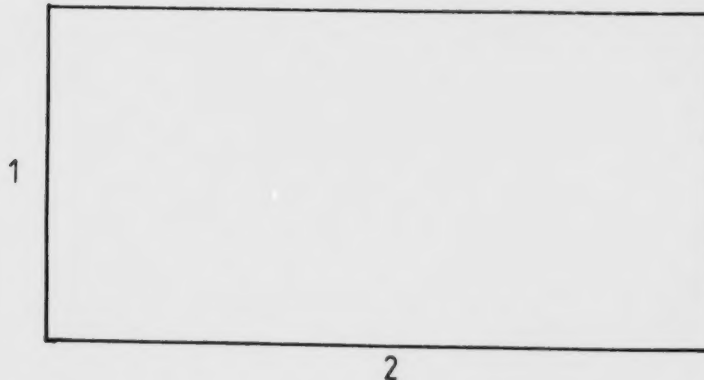
Aspect Ratio

When one has to design artwork for projected media, one has to know the aspect ratio of these media. Aspect ratio refers to the proportional relationship of the vertical side to the horizontal side of the projected image (or screen in TV).

In expressing aspect ratio two figures are used, the first for the vertical side and the second for the horizontal side.

Example:

Vertical side: horizontal side = 1:2

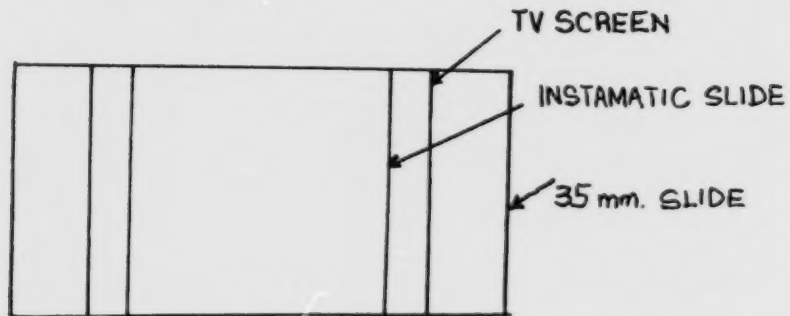


Different media have different aspect ratios and in designing artwork the designer must fit it within the aspect ratio of the medium for which he is designing

ASPECT RATIO

Aspect ratio is the ratio between the height and width of the visual

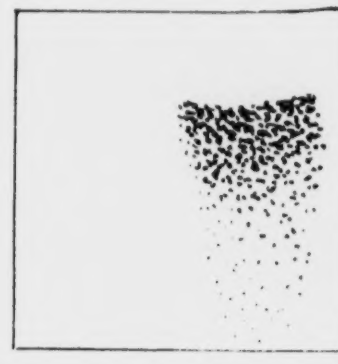
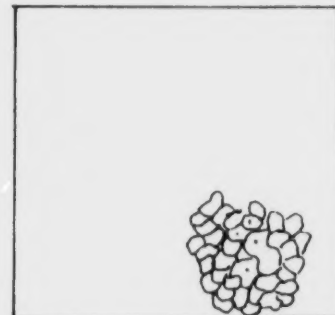
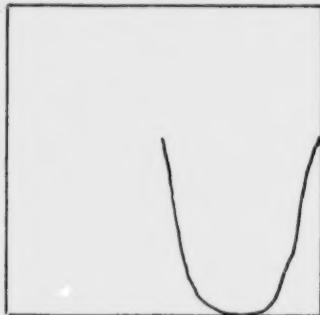
TELEVISION	3:4
FILM	+/-3:4
35 mm	2:3
INSTAMATIC	1:1



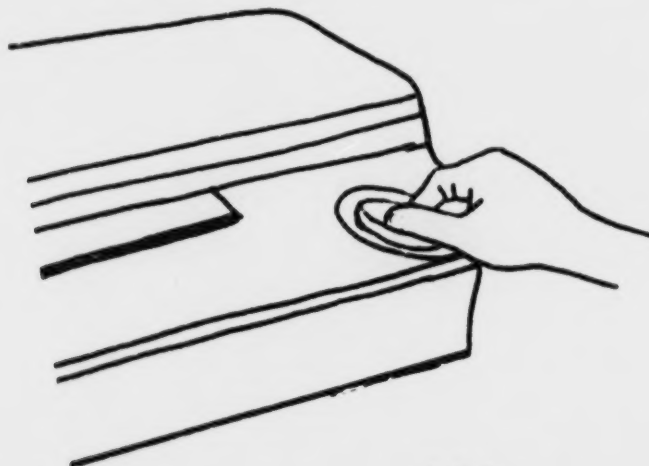
MAKING THERMAL TRANSPARENCIES

To make thermal transparencies you require a sheet of heat-sensitive acetate, and a carbon based writing material.

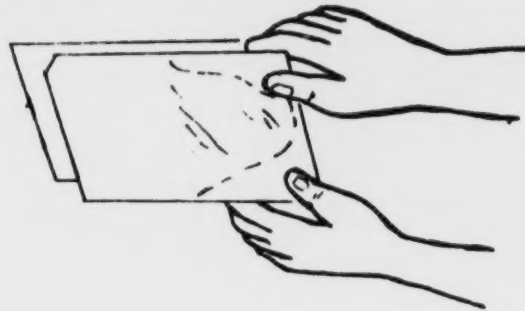
Write what you want to project on a sheet of paper. If your writing material is not carbon based, photocopy the original and make the transparency from the photocopy

To make Transparencies

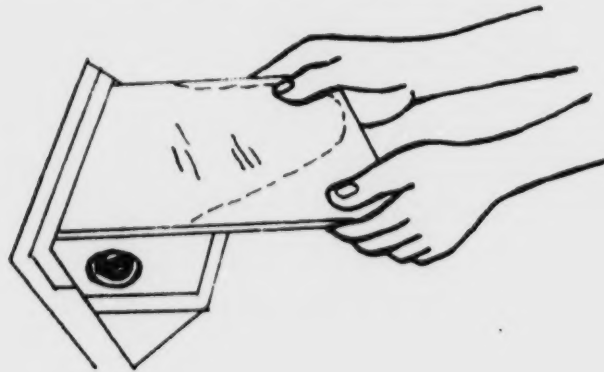
1. Turn the copier dial to appropriate setting.



2. Place transparency on original with clipped of corner on top right hand side.



3. Align the two carefully and feed both into copier.



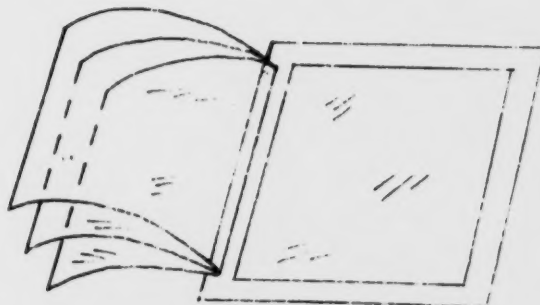
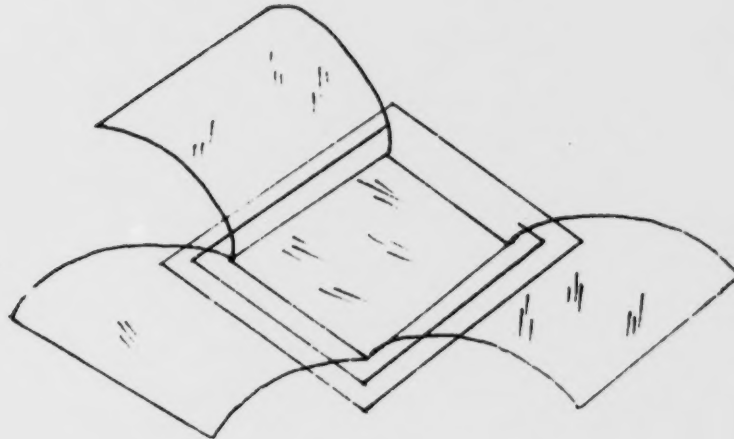
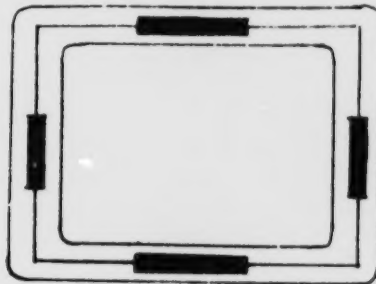
4. After the transparency and original have run through, separate transparency from backing.



To Make Overlays

Mount main transparency onto frame by placing frame on flat surface, positioning transparency evenly over it and taping it on along each edge with masking tape.

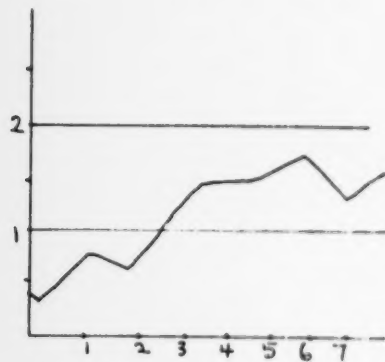
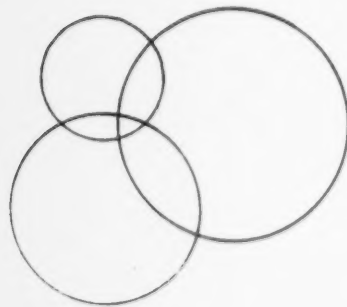
You can mount as many as three more transparencies on this frame. Using masking tape, you can hinge transparencies to left, right and bottom edges. These are random access overlays and transparencies can be flipped off and on in any order. For sequential overlays hinge all transparencies to the left edge of the frame.



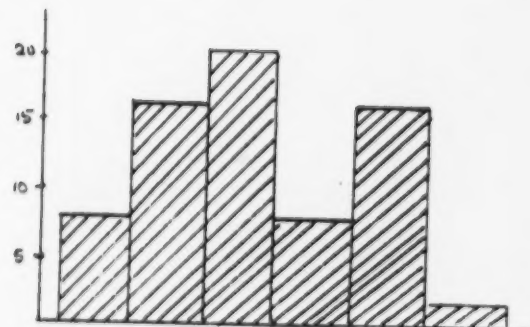
ILLUSTRATIONS

There are various things you could do to illustrate whatever you are explaining.

Below are just a few of those.

GraphVenn DiagramsStick figuresTables

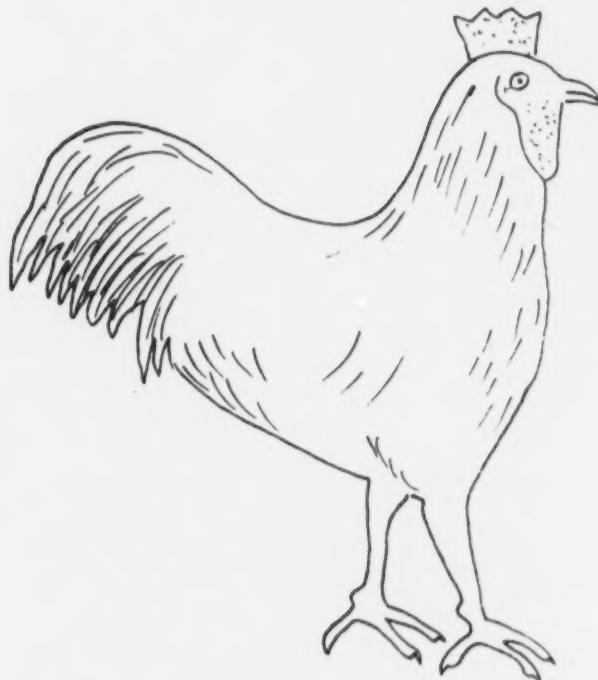
	0	1	2	3	4	5	6	7
4	0	4	8	12	16	20	24	28
3	0	3	6	9	12	15	18	21
2	0	2		6	8	10	12	14
1	0	1	2	3	4	5	6	7
0	0	0	0	0	0	0	0	0

ChartsDrawing

You could even cut out pictures from magazines, calenders or catalogues and paste them up.



You could use models made out of clay or cardboard or any material you have access to.



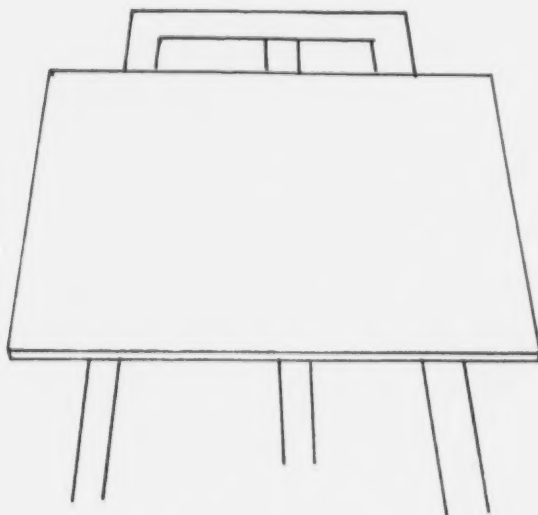
HOW TO MAKE A FLANNELBOARD

The size of the flannelboard will be determined by the size of your audience, or the ease of handling. You do not want a very large flannel board if you are going to be carrying it from meeting to meeting and you cannot use a small flannelboard for very large audiences.

Get the right size of very heavy cardboard, plywood or masonate. Apply glue and stretch a piece of flannel or felt tightly over the board. Trim edges of the board so that the cloth does not hang over the edges.

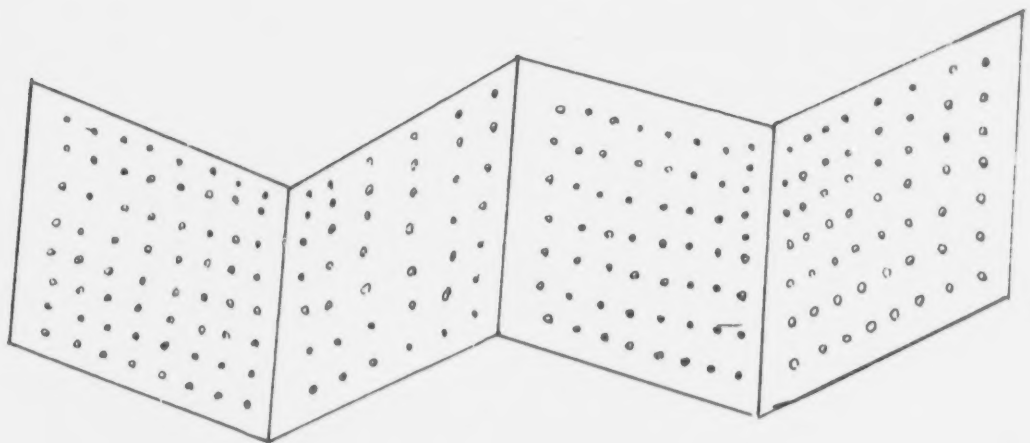
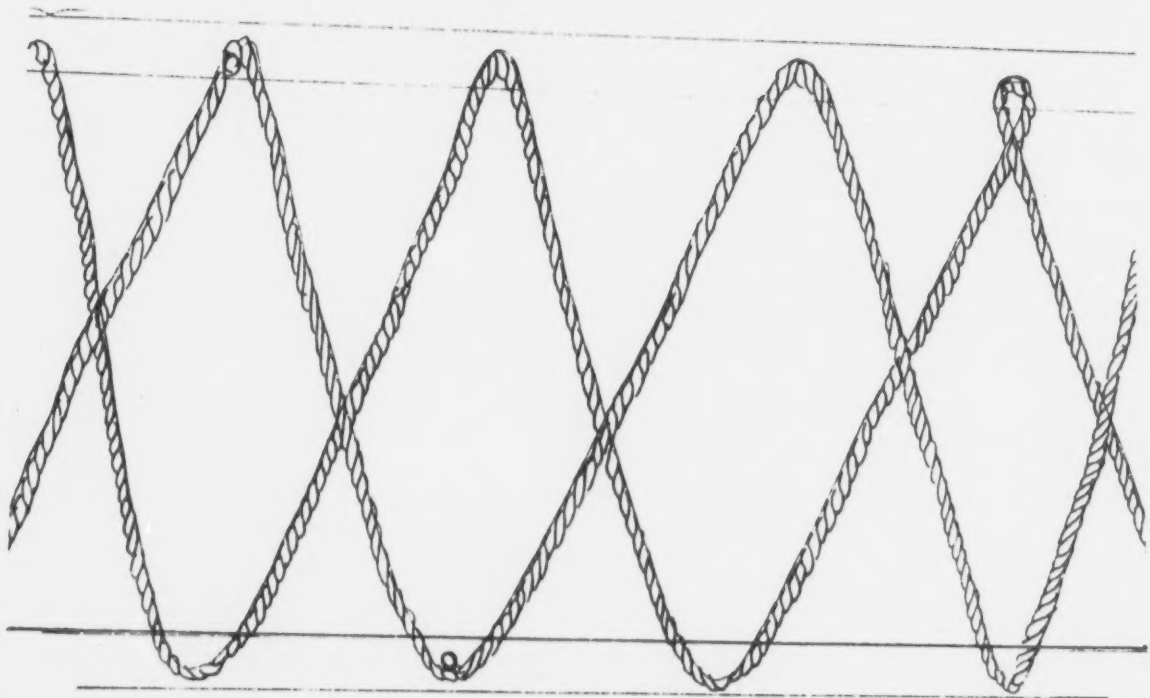
Glue pieces of sandpaper or flannel to the back of the pictures that you wish to use on the board.

When you use the board place it such that it slants backwards slightly. This way your pictures will not fall off.



DISPLAYS

Here are a few ideas for surfaces to display your visuals.

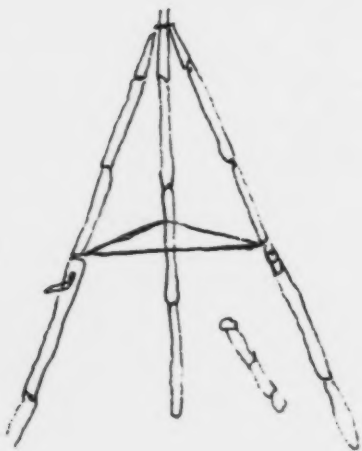
Rope and Poles

CARDBOARD EASELS

Masking tape
used to join
pieces of
card board



Pieces of
cardboard
arranged to
form display
easel

BAMBOO EASELS

MOUNTING AND LAMINATINGMounting

To protect picture from the effects of handling such as tearing bending, they can be mounted on them on hard card board.

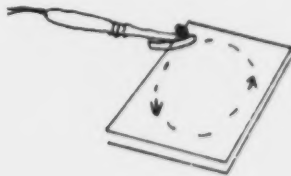
You could wet mount the pictures using glue or rubber cement or you could dry mount them using a domestic smoothing iron or a mounting press.

Dry mounting

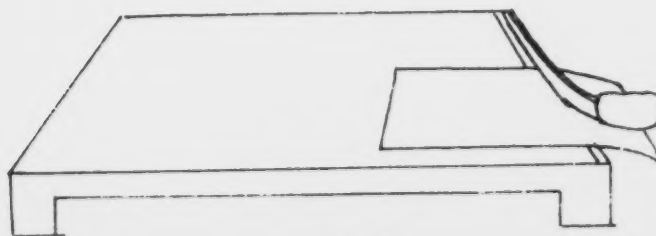
You need:

- A mounting board
- Mounting tissue
- A tacking iron
- A mounting press
- A weight.

1. Turn on the press, set to required temperature (180° for low or 225° high) and leave on for about 20 minutes. When the green indicator light comes on, the press is ready for use.
2. Extract excess moisture from your mounting board by closing it in press
3. Tack mounting tissue to back of picture tack at centre with circular motion of iron.



4. Trim picture and tissue.



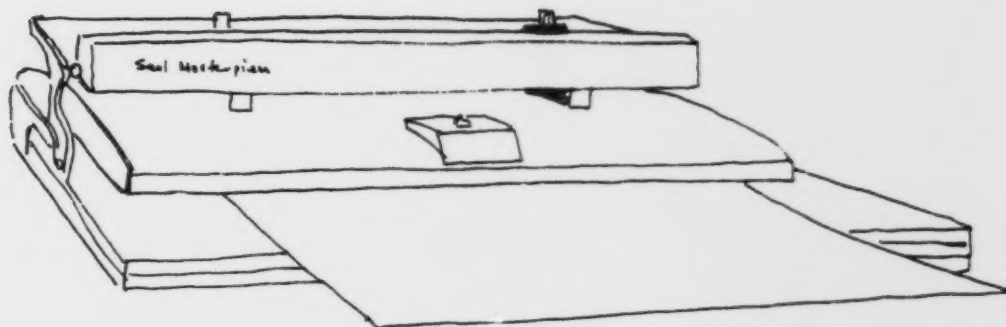
5. Position picture on board with bottom border slightly wider than the other borders.



6. Cover the picture with clean piece of paper and tack on to board. Tack around the centre.



7. Insert picture in press, using brown paper to protect it. Close and lock press for 15 seconds.



8. Remove picture and put under weight until it cools. If on examining the picture you see bubbles, put it back in press. If bubbles persist pin prick each and put back in press.

Dry Mouthing with Domestic Smoothing Iron

1. Set iron on low heat crayon
2. Use tip of iron to tack tissue to back of picture and picture to board.
3. Iron picture onto board starting from centre and ironing outwards.

SECTION 2:

COMMUNITY EDUCATION METHODS

Extension work involves working with sections of or whole communities as well as dealing with individuals and small groups. Extension workers are involved in raising people's awareness. Broadening their understanding of issues affecting them; and encouraging them to share and exchange ideas and information.

The handouts accompany the following training units:

- Unit 2A : How to use Drama for Community Education
- Unit 2B : How to use Puppetry for Community Education
- Unit 2C : Organising a Field Day

The handouts give practical suggestions on how to use educational theatre, including making puppets, in a community situation.



THEATRE IN EXTENSION

Extension work is primarily concerned with bringing about change. It is concerned with helping people to improve their lives and the environment they live in. The role of the extension workers is to help communicate new ideas and information, and to help motivate and mobilise the communities he or she works with. The extension worker is a facilitator, helping and encouraging individuals and communities to identify their own needs, and develop and implement their own plans based on these needs.

There are of course, many ways to communicate ideas and information, and to mobilise people. Talks, discussions, home visits, demonstrations, and meetings are some of the methods that are commonly used. Theatre is another method that can be used by extension workers to help them in their activities.

Theatre is story telling

Theatre is a form of story telling that involves action. Theatre can be used by a group to help themselves and others to explore and understand problems and situations. Theatre can, for example, be used to help a community explore the problem of drunkenness and how it relates to family health, or to discuss the problems and fears that people may have about resettlement. Theatre can be used to convey simple ideas and messages, for instance the importance of breast feeding, or to deal with and bring into the open sensitive issues such as VD.

Theatre, such as dialogue drama, dance, song and puppetry, is a powerful extension medium. As a medium that combines entertainment with education it is capable of attracting large numbers of people and involving them in discussion about sensitive and controversial issues.

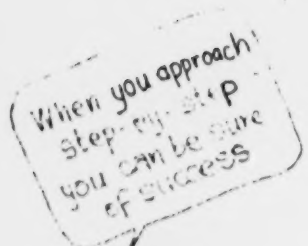
Why use theatre?

There are various advantages and benefits on using theatre as an extension method. Some of these advantages are discussed below:

1. Theatre draws on people's own experience. Stories can be developed from the actual ideas and the experiences of those involved - the community and the extension worker. By focussing on issues of importance to the people been dealt with, those involved in creating the story and preparing the drama can present it in a relevant and convincing way. Creating the drama is, itself, an educational experience because it involves people identifying and analysing problems and finding creating ways to deal with these problems.
2. Everyone can do it. Not only does theatre relate to people's experience it also draws on their natural acting talents and instincts. Theatre can also draw of the theatrical traditions of the communities, such as their music and songs.
3. People are involved. As the drama is relevant to people's problems, and draws on their experience then they are more likely to respond to what is being done, join in, and even act on what they see and hear.
4. Theatre use language and a form that people can easily understand. Since those involved in the drama are familiar with the situation they are dramatising they can use words and expressions that everyone can understand.
5. It's fun, it's action-oriented, and its visual. Education is more effective if people are enjoying themselves. Building a message into a drama is a more interesting way of communicating than just lecturing to people. The educational intention of a drama may be obvious, but people must also be given the opportunity to draw their own conclusions. People in the community will learn more if they can see what is happening, relate it to their own experience, and feel involved.
6. Theatre provides a stimulus for discussion. It helps to focus people's attention and stimulate ideas. A discussion afterwards will help people relate personally to what they have seen. A follow-up discussion can help turn acting on stage into a positive action in the community.

The Process

We are dealing with 'rough' theatre. The main concern is to use theatre to focus people's attention on development issues. To be effective the content must be both relevant to and understandable to the audience. The process of developing such a drama involves several steps. These are:



Step 1: Identifying and Analysing Problems

- listing and analysing priority problems to developing and understanding of the issues and how they affect peoples lives, either through informal interviews in the community or brainstorming participants own experience.

Step 2: Creating a Story

- taking the identified problem and developing a story that will help people in community to understand their situation better.

Step 3: Improvisation and Characterisation

- turning the story into a drama that has characters relevant to the community situation.

Step 4: Performing

- rehearsing, critiquing and revising the drama so that the action, dialogue, and scenes are in a form and order that the audience are able to understand.

Step 5: Planning the Performance and Discussion

- making appropriate arrangements with the community and identifying discussion questions that are relevant to the drama.

PROBLEM ANALYSIS

Change, that will improve people's lives, can only be effectively brought about if we have a clear understanding of the present situation. We need to be able to look carefully at a situation, analyse what problems exist, and determine what steps should be taken to improve the situation. We need to ask: What is the problem?, Why does it exist? How can it be solved?

Problem analysis involved taking a critical look at the situation, clarifying some of the assumptions and misconceptions that we as extension workers may have, and trying to understand the situation from the perspective of those involved. A careful, step-by-step approach is essential for analyzing and dealing with community health problems. We need to start by asking searching questions rather than by jumping to quick answers.



Basically, data analysis involves the group members in pooling the information they have gathered in the community; seeing how the various issues relate to one another; identifying priority issues and concerns; understanding those issues in the broader historical, social, economic, cultural and political context they are placed; and looking at possible solutions, in terms of resources and possible constraints. In effect the group is making an interpretation of the community situation based on the information it has collect.

Below is an example of a step-by-step approach to analysing a community problem.

PROBLEM ANALYSIS: EXAMPLE**Topic:** Breast feeding**1. What is the problem?**

- High infant death rate caused by bottle feeding.

2. Why does the problem exist? What are the causes of the problem?

- Women who go out to work are not able to breast feed their babies.
- There is a lack of awareness on how to safely prepare a bottle.
- Bottles are washed in dirty water, spreading germs and infection to infants.
- Young and old child minders do not have an adequate understanding of how to prepare bottle feed, or clean the bottle.

I have a working husband so I'll breastfeed while the milk flows. My child's health matters most to me.

Ummm! Her baby is so healthy. I wouldn't have fed mine so poorly but being unmarried I have to leave home to look for a job.

**3. How does the problem relate to other issues in the community?**

- Poverty - there are no markets for handicrafts and women do not have sufficient income to be able to cover the cost of preparing bottle feed properly.
- There is a lack of opportunity for home - based income generating activities so men and women go to the town looking for work.

4. What resources exist in the community which will help to solve the problems?

- . Health staff - Rural Health Motivators who can help to educate mothers.

5. How can the problem be solved?

- . Educate parents on the dangers of bottle feeding and the benefits of breast feeding. If bottle cannot be avoided educate parents on the importance of using the bottle that can be cleaned; cleaning the bottle properly; and mixing the milk substitute correctly.

6. What are the barriers to implementing this solution?

- . The reluctance of women to breast feed because bottle feeding is seen to have on higher status.
- . Lack of interest on the part of employers to provide creches so that women can breast feed their children at work.

7. Does the solution suggested create other problems? Will these problems make the situation worse?

- . There is discrimination against women in employment and they may be reluctant to employ women who want time off for breast-feeding.

8. What health education facts do people need to know so that they will be more aware of the problem, and be able to overcome the difficulties?

- . Breast milk is more nutritious and helps to protect the child against diseases.
- . Bottle feeding is dangerous if the bottle is not cleaned properly it should be washed in warm water.

CREATING STORIES

The ultimate purpose of using theatre in extension is to lay the foundations for real solution to the poverty and problems found in a community, and to encourage the involvement of communities in finding these solutions. The dramatisation part of this process involves:

"Creating stories, which contain characters, and situation and events which in turn show these characters in crisis and taking decisions"

Creating the story is a collective activity. It is a group activity where the individual members 'pool' their imaginations.

Defining Aims and Objectives

Before we can begin creating our story we need to have a full understanding of the problem and the intended audience. Analysis of the problem will help us have a clear picture of why the problem exists, and be what might be done to solve the problem. Similarly, knowing our intended audience - their age, beliefs, and concerns - will help to clarify our understanding of the problem and how to deal with it.

It is also important to be aware of the possible role or roles of theatre in extension. Theatre can, for example, be used:

to INFORM people,	to ENTERTAIN,
to STIMULATE DISCUSSION,	to DEMONSTRATE,
to MIRROR THE SOCIETY,	to ILLUSTRATE, or
to MOTIVATE PEOPLE TO ACT,	to EXPOSE A SITUATION

This can be done in a HUMUOROUS, SERIOUS, or HISTORICAL manner.

Working from the knowledge of the problem and the intended audience we begin by defining the overall aim of your story. In educational theatre we need to be clear about what we are trying to do, and what we hope to achieve. For example if we are creating a play on breast feeding our aim might be to:

"make mothers aware of the dangers of bottle feeding and the importance of breast feeding."

Thus, define your overall aims or purpose and write it down so that it serves as a reference point and guide throughout the formulation of the story.

Once the overall aim has been defined identify the specific objectives you wish to achieve. In the case of our story on breast feeding our objectives might be to:

1. After the show the mother will demonstrate in discussion their understanding of the dangers of bottle feeding.
2. During the discussion at the end of the performance each of 10 women chosen randomly will give at least one reason why breast is best.

Creating the story

Once we are clear about our objectives we can then begin to take the problem and turn it into a story. Again if we take the issue of breast feeding instead of saying: "There is a serious problem of infant mortality caused by bottle feeding" we could begin the story, for example, by saying:

"In a community called there was a woman by the name of Clare. She was a mother of three children. Her youngest child, Siphso, was only a few months old and was still being breast fed. She had also breast fed her two previous children.

In the same community were two other women, June and Zodwa. Both had an infant about the same age as Siphso. June and Zodwa considered themselves 'modern'.

You can also build tension into the story. You can do this by making things happen in secret, which some of the key people in your story don't know about. You can tell the audience but not the characters in the story. Some of the things they are doing is because they did not know these important facts.

Phrases like "what she didn't know was ..." or "while all this was going on, in another part of the village..."

For example, if we continue with our breast feeding story we could introduce tension by:

"What the two mothers didn't realise was that the grandmother, who was looking after the children, did not know how to mix milk properly. As a result the children were not getting enough food and were becoming ill. The mothers suspected that the grandmother was putting 'tahrarathi' on the children making them ill"

What we are doing is building a what-happens-next story based on your analysis of the problem. To help you keep to your objectives and to ensure your story is relevant to the situation you are dealing with continually refer to the information you identified in the problem analysis.



What do you think should happen next?

The story does not need to end. The story began as a problem, and the problem is still going on. The purpose is to set out the issues so that people can understand the problem and seek a realistic solution for themselves.

STORY CREATION

Develop story that is based on

- a) a community situation, and
- b) the collective analysis of that situation

Relate the story to a specific problem that has been identified.

Decide for what purpose theater is being used.
Is it being used to:

INFORM?

STIMULATE DISCUSSION?

MOTIVATE PEOPLE TO ACT?

ILLUSTRATE?

EXPOSE A SITUATION?

ENTERTAIN?

Take the problem and create a story that has tension

Dramatise the story through improvisation, critique and further improvisation.

Create characters that relate to the situation, and highlight the contradictions in the community.

If we work together
We surely can
do it.



It doesn't look
too difficult.

Improvisation

The next step is to move from story to action. By taking the story outline and acting it out we are beginning to turn the story into a play.

The best approach is to act out each scene or incident in the story and discuss it. We need to be prepared to criticise ourselves constructively. It will help us to do this if we continually ask: "Is the play meeting our objectives?"

We also need to consider such things as whether:

- the play has momentum; is it interesting to the audience, does it have plenty of action
- does it have enough tension; will it capture and hold the audience attention.
- are we acting or are we preaching; if we are preaching then we are defeating the purpose of using theatre.
- are we imposing our own prejudices as extension workers on the audience.

BASIC DRAMATISATION TECHNIQUESA. Prerequisites for Drama

- 1) Personal Involvement: It is very important to make a firm commitment to:
 - . your group
 - . the objectives of the drama
 - . your character/role

This commitment or involvement must be both physical and emotional.

- 2) Sense of co-operation within the group in sharing ideas and making decisions about the work. One must speak out ones views and listen in return. It is important to establish Group Responsibility.
- 3) Concentration: The ability to concentrate and focus energy is essential to acting-out. Even where there is co-operation and lack of inhibition, without sustained concentration the quality of the work will remain superficial and unsatisfying to the group.
- 4) Sense of Significance: The group need to feel that what they are doing is important for them and that it has relevance to the community.

B. Dramatic Techniques1) Characterisation

Choose a credible character and spend time thinking about it and building it up. Ask yourself what makes a character? Believe in your character and the situation. Imagine that you are that character/person and really involve yourself in the part you are playing.

2) Inter action

Respond with feeling to the other characters and remember at all times that you are in the context of the play whether you are actually talking or not. If you don't respond with feeling to a character, both you, the other character and the dramatic situation loses credibility.

3) Body Language

The way in which you sit, stand, walk, enter a room etc all tells a lot about your character. Body language is also especially important when you are not talking on the stage. Make sure you are facing the audience.

4) Projection

Make sure you can be heard at all times - speak a little louder than you normally do. Restlessness is an audience is often a good clue that they can't hear and so lose interest. Speak clearly and use expression.

If you really think about what you are saying and put feeling into it your speech becomes more exciting and thus more interesting to your audience.

5) Only one conversation at a time.

6) Freezing

It is possible to set up a number of different scenes on the stage at the same time and to have the actors for these scenes also on the stage at the same time. However, the action should only take place in one scene at a time. The actors for the other scenes should freeze i.e. they should remain perfectly still until it is their turn to act. When a scene is completed and the action moves to another part of the stage, the actors in the scene that has just been completed should then freeze. This technique of freezing is useful when we are using an open-space for a stage, and there is no curtain which actors can appear from or disappear behind at the beginning and end of each scene.

7) Special Awareness

Acting needs space; you need room to move and act out your roles. Do not make the mistake of using too small a stage area. Do not act with your back to the audience. Your face is more interesting than your back, and the audience would like to see. They also want to hear you. Move about - avoid long speeches without movement.

8) Audience Participation

Involve the audience in your play. It can be an effective educational technique, especially with children.

DRAMATISATION



Characterisation

- build up a credible character
- involve yourself in the part

Spacial Awareness

- use space to act
- face audience
- avoid long speeches



Inter-Action

- respond with feeling to the other actors — it makes yours and theirs more realistic

TECHNIQUES

One Conversation

- If more than one actor is speaking it is difficult for the audience to hear.



Speak Clearly

- putting feeling into your words
- think about what you are saying

Freezing

- more than one scene can be set up on stage - but those not acting must keep still (freeze) to avoid distracting the audience until their turn to act comes.



Many of these points can be quickly demonstrated through role play.

COMMUNITY DISCUSSION

Discussion after the community performance is important. It is the bridge between the dramatisation of the problems and people's increased understanding of those issues. The dramatisation has helped to present the problems in a broader social, economic, and political framework. Discussion of that presentation helps develop people's awareness of both how their lives are influenced by events beyond the immediate environment of their community, and of the complexities of the problems confronting them. Through this increased awareness people are in a better position to take more appropriate actions to deal with their problems.



The importance of discussing the drama in this analytical process is illustrated by the example of a community performance in Lasanawa village in northern Nigeria. The play was about the failure of a cooperative venture in a fictional village not dissimilar to Lasanawa. The purpose of the play was to expose the corruption of certain people within the village hierarchy.

At one point in the play a trader, whose lucrative swindling in fertilizer distribution has been disrupted by the peasant's co-op, attempts to bribe one of the older farmers in the co-op to subvert it. The trader sows seeds of mistrust in the farmer's mind about the co-op's only literate member and its secretary. 'How do you know what he's writing down?' The trader insinuates. Vote him out of office and the farmer can have a bag of fertilizer free.

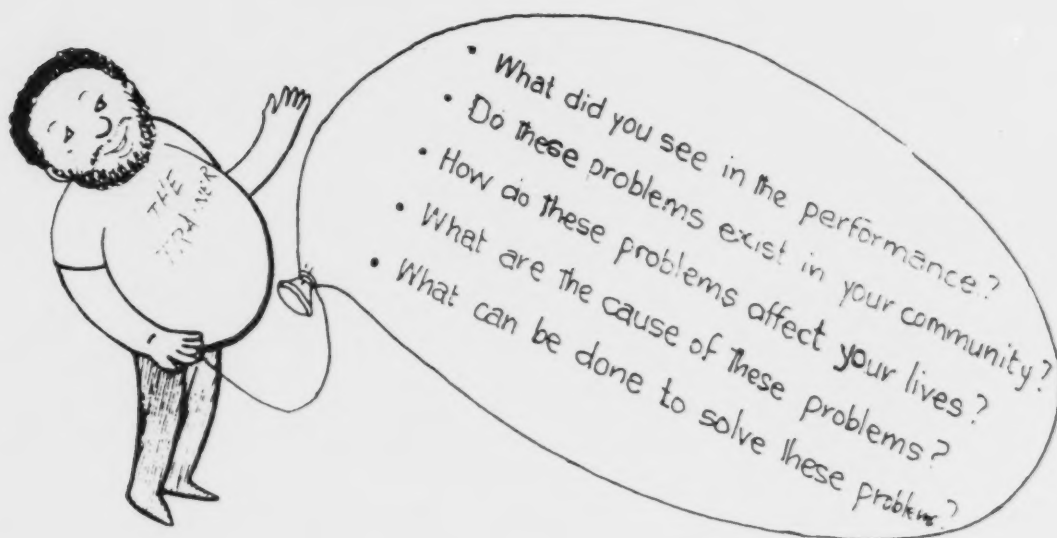


The 50-strong audience were profoundly moved. Some demonstrated with the actor playing the farmer. 'Don't accept,' they told him: 'this is what always happens.' The trader raised his offer: a supply of fertilizer. 'Don't accept,' the audience chorused. A higher offer; and then the final offer: a Vespa scooter: 'I'd accept,' said one of the (real) farmers in the audience, adding defiantly: 'The Co-op's going to fail anyway.' The other farmers turned on him and a detailed discussion took place, with the actors coming out of role and seriously urging the farmers to remain united.

We had rehearsed what might happen if they didn't, and we resumed the fiction, showing the return to exploitation and a resigned stoicism. The (real) farmers and postar lists refused to accept this defeatism at the end of the performance."

(From: Salihu Bappa and Michael Etherton; 'Popular Theatre Voice of the Oppressed', Commonwealth, Vol 25, No. 4)

One way to facilitate discussion after the performance is to divide the audience into groups, with one of the actors serving as a discussion leader. Some basic questions that can be used to initiate the discussion are



Of course, if the discussion is really going to go into any depth their thoughts will need to be provoked. A good discussion leader will ask follow-up questions, continually trying to get people to think why their situation is like it is and what they can do about it.

Discussion does not necessarily have to take place in groups, nor does it necessarily have to follow a conventional group discussion approach. We have already noted that the purpose of the dramatisation and discussion is to help increase people's awareness and understanding of issues and problems that are of concern to them. At a training workshop in Zimbabwe the discussion and dramatisation were much closely linked. Consider the following example:

The strategy for the day was to take the analysis of the issues further - through a process of dramatization. We took each of the major issues in turn, structured a short role-play to focus the issue, and then with the help of the villagers extended the role-play through analysis and further improvisation. The performing took place in the centre of the circle and the discussion, which followed each role-play, took place on the sidelines.

This became the established structure for the balance of the workshop.

We started with the water issue. -- we put on a short dramatisation to get things going -- a fight at a private borehole. In the discussion afterwards someone said that water at the school was available only to people who contributed to the diesel. A woman added that many people were too poor to pay for the diesel. We then replayed the drama, this time with the villagers as actors.

Scene 1: Fight scene at the private borehole
 Scene 2: Woman complains to husband
 Scene 3: Women tries to get water at school borehole -- another fight.

In the discussion the following points emerged:

- . Poor people were using and reusing the little water they were able to get.
- . Families contributed indirectly to the borehole fund since their children worked in the school garden which earned money for the borehole. Nonetheless, if parents couldn't make a cash contribution they couldn't use the borehole.
- . People defended the water payment policy, saying that parents living at a distance from the school (i.e. too far to benefit from the use of the school water) would complain if the water was distributed free of charge.

(From: Ross Kidd, 'Dairy of a Workshop').

In this situation the analysis involved:

SHORT ROLE-PLAY ON PROBLEM

QUICK DISCUSSION WITH AUDIENCE

REWORK SCENE OR IMPROVISE NEW SCENE

MORE DISCUSSION AND REWORKING

Puppetry

SOME METHODS OF CONSTRUCTION

Adapted from:

"Puppetry" by:

Adrian Kohler,
Popular Theatre Committee
c/o Institute of Adult Education
University of Botswana
Botswana



Use lots of action. Puppets must do things, not just talk!

Puppets can shake hands, kiss, dance, drink, fight, (especially with a club), hit flies, chase each other, fall asleep. Puppets should use the whole stage. Their sudden appearance or disappearance from the stage can be an effective way of surprising the audience. Another trick is to throw things into the audience, or leave the puppets head unconnected to the dress so that it can be knocked off.

People beginning to learn puppetry often leave their puppets hanging on the stage, not moving, while they look at each other and concentrate on their talk. A good rule to correct this problem is: "Don't look at your fellow puppeteer. Look at your puppet, co-ordinate talk with movement."

Keep the puppet show short - about 15 minutes - to ensure you keep people's attention.

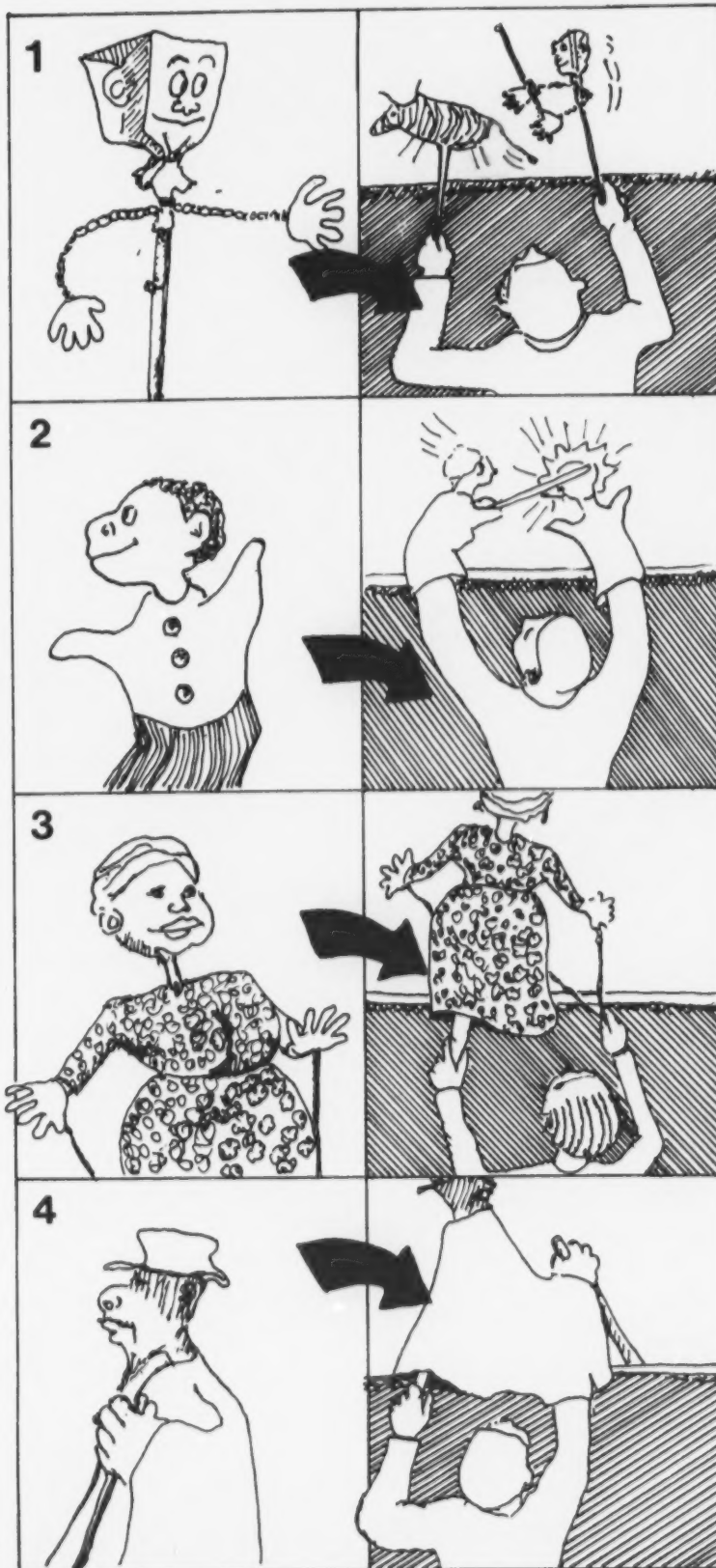
Hand puppets are good at using 'props' - i.e. articles to support the action (e.g. spades, beer cartons, a club, etc). These must be carefully prepared and be ready when needed.

We have found three common faults in using Hand Puppets -

- holding them too low
- holding them so they lean forward
- holding them without movement for long periods

Puppeteers can practice in front of a mirror to make sure the movements are realistic.

DIFFERENT TYPES



Stick puppets:- are the simplest kind to make

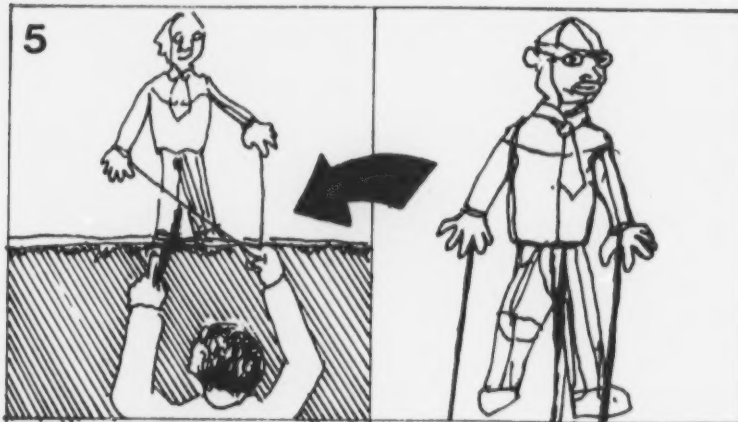
Hand puppets:- have the operators hand directly inside so they pick props up easily

Rod puppets:- can be made as big as you like, unlike hand puppets. Choose rods if your audiences are big.

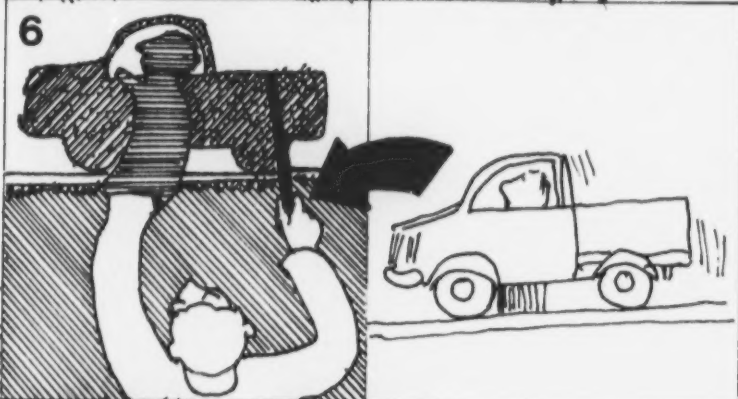
Rod-and-hand puppets:- are useful because they also have the operators hand inside

OF PUPPETS

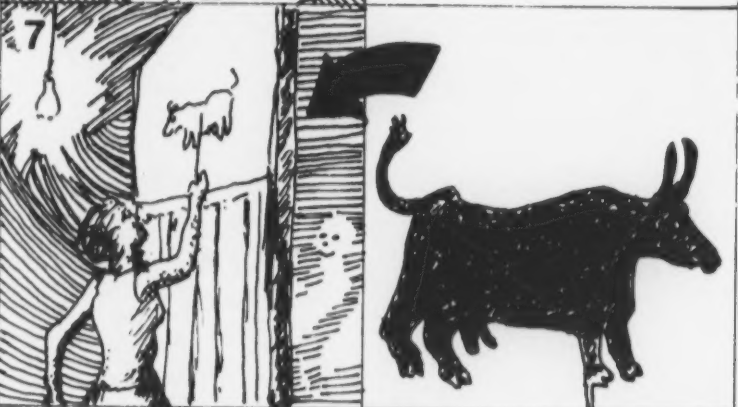
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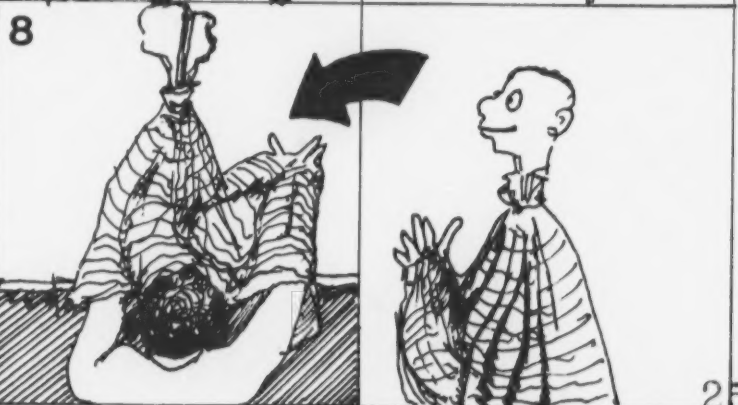
5. Wire is all that is needed to make this one.



6. Cutouts on sticks can be used for animals, carts, cars, anything.



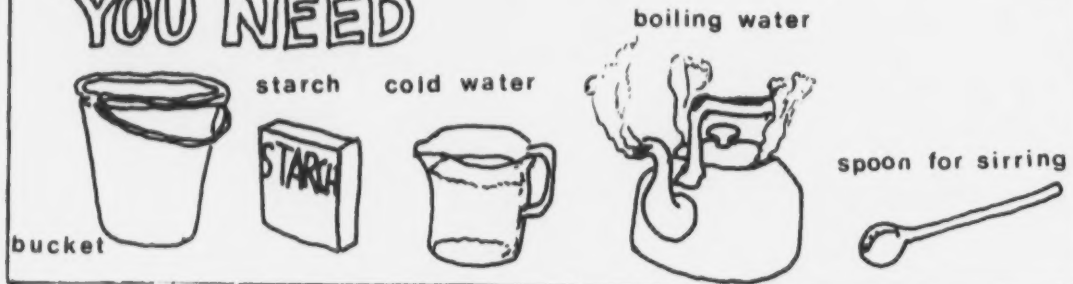
7. Shadow puppets are cut-outs held against a screen and lit from behind. The audience watches the shadows.



8. 5 MINUTE PUPPETS: Cut out a head from card, glue it to a stick. Make the body from a piece of cloth tied at the neck. Stick your hand through a hole in the body. Time's up!

Starch Paste for Papier Maché

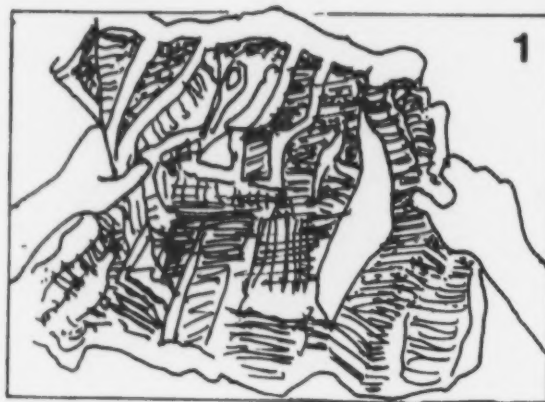
YOU NEED



1. Cover the bottom of the bucket with starch. Add a little cold water.
2. Mix it into a creamy paste.
3. Pour boiling water, stirring all the time. When cooked the starch will get thick.
4. To cool the mixture pour in cold water till the bucket is $\frac{3}{4}$ full. Do not make paste too thin.



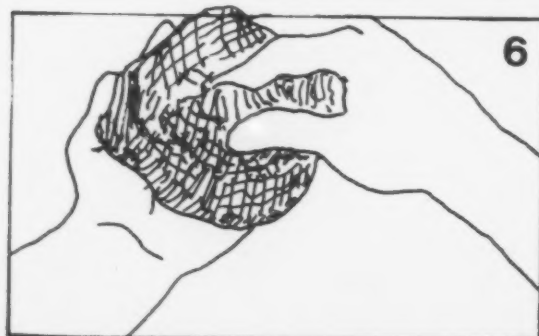
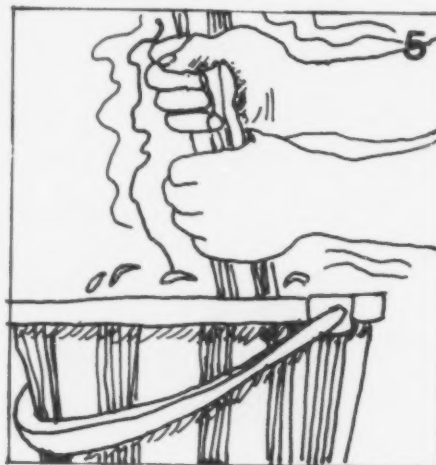
Making Papier Maché



1. Crumple single sheets of paper.

2. Do not tear several sheets at once. They will be difficult to separate in the paste.

3. Fill the bucket with paper.

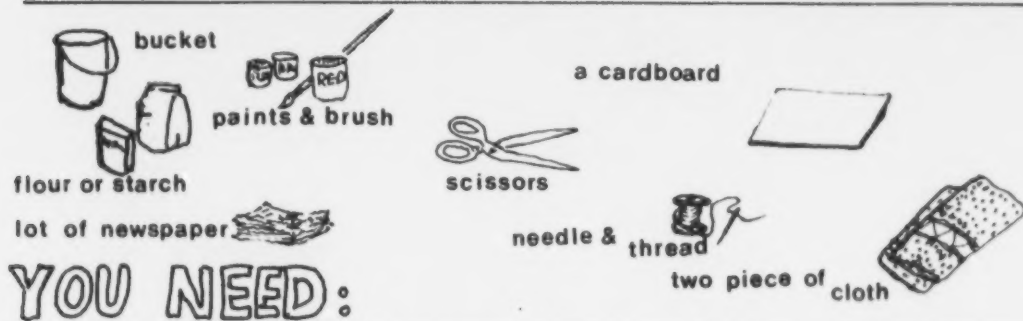


4. Keep breaking it up by hand at first

5. ...then with a stick...

6. ...till it becomes a modeling mixture, almost like clay in texture.

MAKING HAND PUPPETS



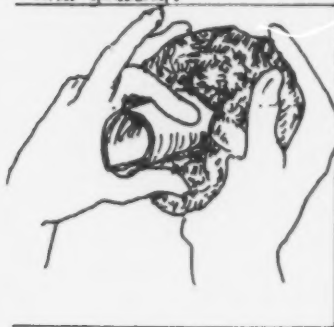
1 Make neck by rolling cardboard around finger and gluing.



2 Mix flour with water or starch with boiling water to make paste.



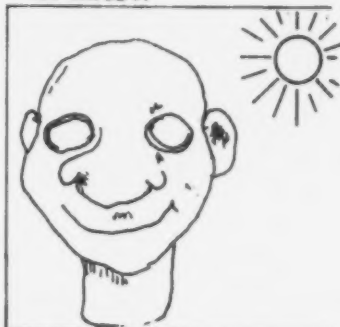
3 Make a ball from 2 or 3 pages of newspaper. Dip in water.



4 Make a hole in ball & fit neck. Secure with newspaper soaked in glue.



5 Model the features with newspaper soaked in glue. Make them big.



6 Set aside to dry.



7 Paint the puppet.



8 Cut out two peices of cloth and sew together.



9 Attach the 'glove' to the head. Your puppet is ready.

MAKING CUT-OUTS

YOU NEED



cardboard



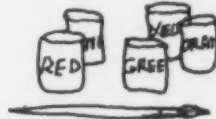
stick



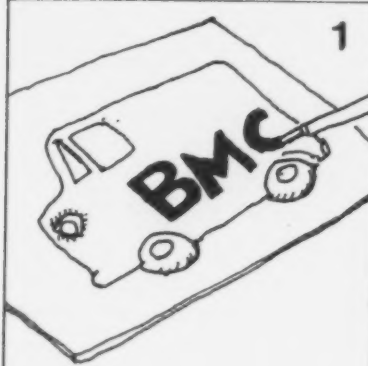
scissors or knife



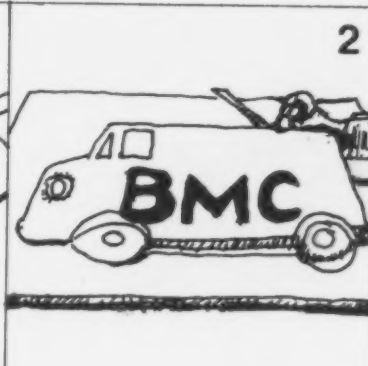
glue



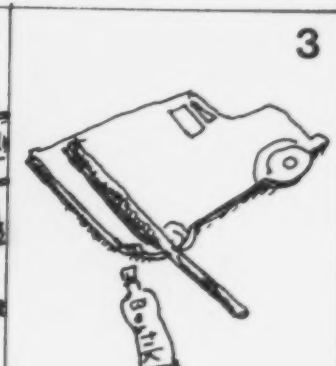
paints & brush



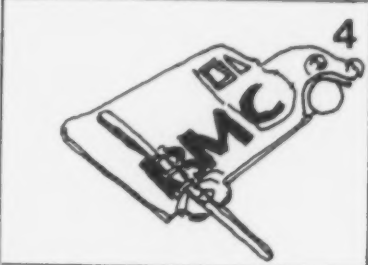
1



2

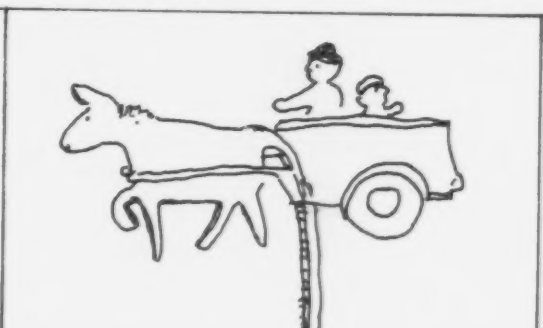


3



4

1. Paint the shape of the cut-out on the card.
2. Cut the shape out.
3. Turn it over and glue to the stick.
4. When the glue has dried, paint the back the same as the front so both sides are used.



PROPS ARE VERY IMPORTANT

PROPS are cups, tables, buckets, ploughs, pots, sticks; anything which helps describe the action on stage more clearly. It is far better to show a puppet building a house out of blocks than for the puppet simply to talk about building. ACTION plus the use of PROPS makes the show more vivid and lively. SO:-

PROPS ARE ALMOST AS IMPORTANT AS THE PUPPET ITSELF!

Most rubbish can be turned into props

Tin cans

 can become cups, pots, buckets...

cardboard boxes

 cupboards, tables,...

sticks

 fences, furniture, plough...

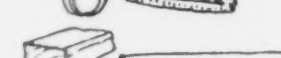
wire

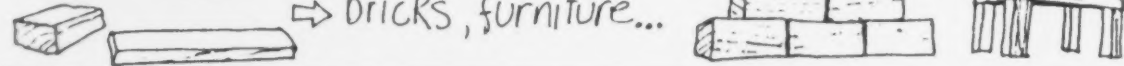
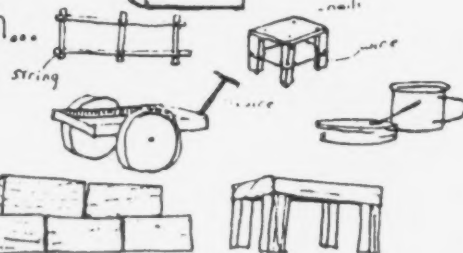
 anything

bottle lids

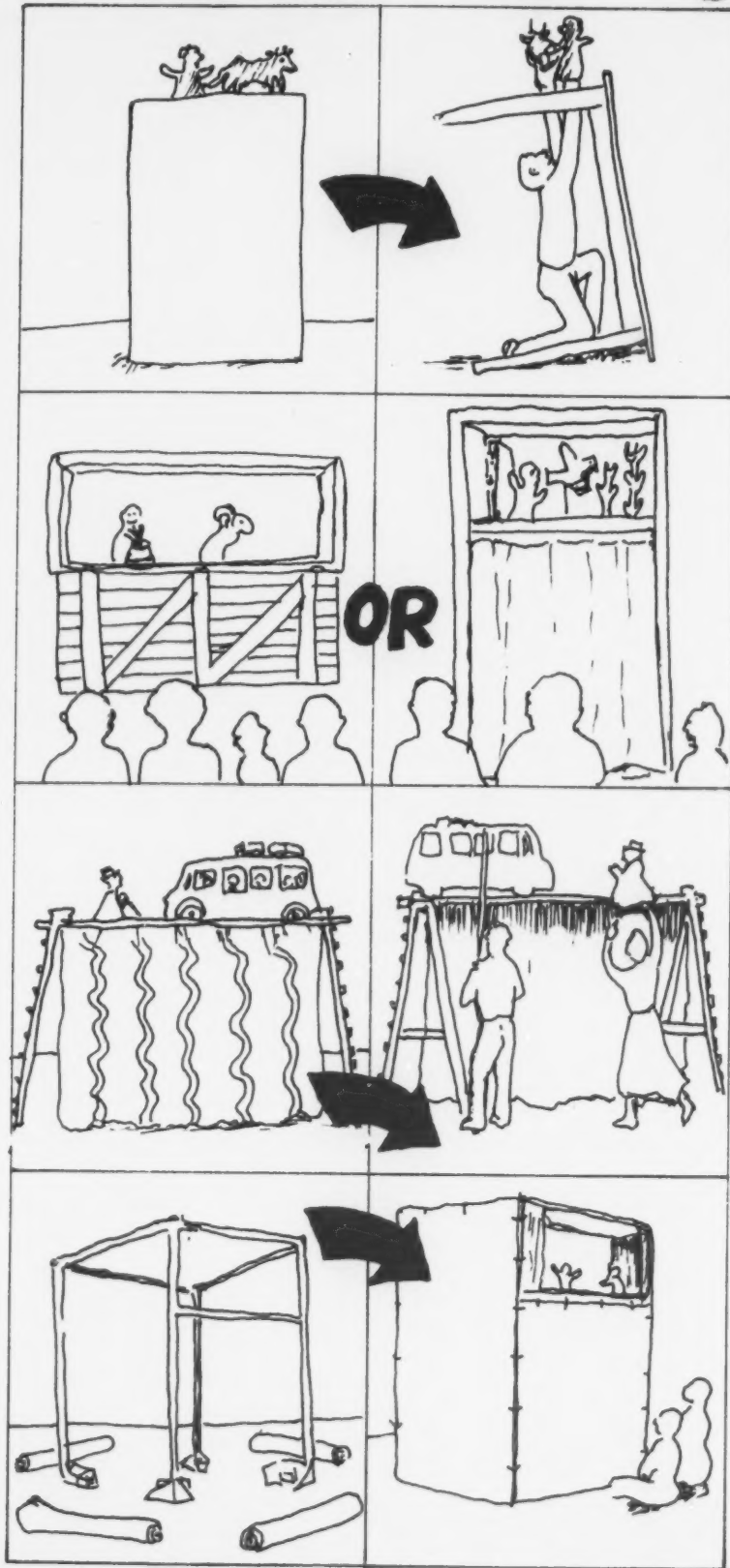
 plates, wheels...

wood blocks

 bricks, furniture...



TYPES OF STAGES:



1. turn a table up on end and perform from behind

2. serving hatches and doorways become ready made stages

3. you need 2 step ladders a blanket and some drawing pins

4. a collapsable puppet stage

A POOR FIELD DAY"SCRIPT OF A BAD FARMER'S DAY TAPE"Blocking

Group of farmers seated,
to camera, grumbling
easle in front

A/D arrives,
apologetic stance

Back to camera

A/D shuffles a lot, waves
arms too much does not
always look at farmers.

Puts up bad visual

Points to visual aid

A/D goes just off camera
to get speaker.

Expatriate expert enters,
acts in a big rush, talks
very fast, uses big words;
A/D comes after him and
remains nearby at beginning
when he first translates.

Dialogue

One or two farmers can be heard to back
complain loudly that they will leave
soon if the programme doesn't begin.

A/D greets the farmers warmly. He
apologises for being so late, and says
it is because one of the speakers was
late in town as he had forgotten the
date. He encourages a farmer who raises
to leave, to stay.

Farmer 2 complains that it is 11.00 and
the programme was to start at 9.00.

A/D again apologises and suggests they
start. Programme was supposed to be
about small stock raising.

No introduction. Begins by talking
about traditional agriculture and how
Motswana have always carried on
subsistence agriculture. After several
general points he talks about
government plans to improve commercial
cattle raising and talks about some of
these programmes. He then discusses the
role of the BMC and in passing mentions
marketing of goats.

Concludes by saying that because small
stock are an important part of all
domestic food production, he has asked
some speakers to come to see the
farmers.

Excuses self to go get speaker.

Farmer 1 grumbles so we can hear that
he ought A/D was going to teach them
about poultry raising. Someone else
agrees.

A/D introduces Mr Gilbert (Gil) Fitz-
simmons, MOA small stock Management
Officer. Gil sorry about delay but they
know how it is, had to go to bush.

A/D starts to translate but Gil stops
him - says its not really needed.

A/D backs away slowly leaving Gil alone.

Gil's speech is delivered fast. He mostly reminisces about sheep raising in England, where there is always lots of rain except the summers are too cloudy. He mentions the piggery near Kgale that failed, and how happy he was to see farmers in Kalakamati 'you know there that is' raising pigs. You know how smart pigs are. If possible he'll bullshit some diseases which are a problem in Botswana and mention the BMS's marketing programme which means a better market for farmers like these. Ends by encouraging all of them to dip their goat, they need a sulphur bath too.

Gil quickly leaves.
A/D enters. Farmer 2 raises hand.

A/D ask farmer what he wants. Farmer 2 wants to ask a question of Mr. Fitzsimmons.

A/D says because they started late they don't have time. Wants to bring in Rre Mohumi, a successful farmer from Palapye.

Rre Mohumi walks slowly turns face farmers

Rre Mohumi's speech has two basic components: farmers who are lazy and who don't look after their small stock with care will never make money; small stock such as pigs should have proper facilities constructed for them to ensure they are clean, and they should be properly fed. Rre Mohumi suggests that small boys should be trained more carefully in how to look after small stock. He suggests some expensive ways of supplementary feeding for small stock. Ends by saying 'That's all'.

A/D enters as Rre Mohumi ends

A/D thanks Rre Mohumi. He hopes farmers can gain encouragement from Mohumi's hard work.

Farmer 1 rises

A/D asks farmer what is wrong.

Farmer 1 complains saying that Rre Mohumi is much wealthier than he; that the things he suggests he cannot do. He says he thought the Day would be about poultry raising, that he must go now and look after his cattle.

Turns and walks away. A/D look like trying to urge him back. Other farmers grumble and begin to get up to leave also.

Extracted from: Practical Extension Courses for Training Agricultural Demonstration: DEMS/UBLS 1975.

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PLANNING A RESULT DEMONSTRATION

A result demonstration is an extension teaching method that can be used to help encourage farmers to adopt new farming techniques. By comparing the results of old and new farming practices, such as using fertilizer (new) and not using fertiliser (old), the farmer can be shown how the techniques can improve his productivity. A result demonstration can show the farmer that new practices are both possible and productive under local conditions.

**Planning the Demonstration**

Preparing a plan for the demonstration is important. A good plan will show the details of what is to be done, when it should be done, and who will do it. In short the plan should outline:

- (a) the preparations that have to be done for the demonstration.
- (b) how the demonstration will be used.

A. Preparations for the Demonstration

1. The purpose of the Demonstration: Decide exactly what the demonstration should prove. Select simple clear-cut comparisons. There are easier to understand than complex practices. For example:
.....
.....
2. The information that needs to be gathered for the demonstration such as.....
.....
3. Social and economic information such as
.....
.....

4. The number of demonstrations required: This will depend on various factors such as:
 - (a) The ability of the extension worker: As demonstrations need to be closely supervised. The number should reflect the experience of an extension worker in conducting and should be kept to what he can supervise effectively. If he tries to take on too many he may find he does not have the time to devote sufficient attention to any - and they might all fail.
 - (b) The availability of resources: such as funds will also determine the number of demonstration units organized by an extension worker.
5. The selection and qualification of demonstrators: Demonstrators are farmers who are willing to provide their land and time, to a result demonstration. Their selection is often crucial and may mean a success or failure of the demonstration. A suitable demonstrator is generally:
 - (a) A local farmer who is ready to provide technical materials such as a piece of land, for the demonstration.
 - (b) A farmer who has the confidence of other farmers in the community.
 - (c) A farmer who will be committed to the successful completion of the demonstration.
6. The training of Demonstrators: The demonstrators need to be given a thorough briefing about the programme. It is important that they be clear about the purpose of the demonstration, their responsibilities, the subject matter involved, the steps needed to complete the demonstration, when these steps are to be done and how to do them; and what records they have to keep. The farmer is on the spot and he should be in a position where he can explain to other farmers the whys and hows of the demonstration whenever necessary.
7. The selection of Demonstration Site: There are a number of factors to consider here, including:
 - (a) it is located in a community where there is a problem for which the practices to be demonstrated offer a practical solution.
 - (b) it is typical of the situation in the community. Is the soil fertility level; degree erosion; soil type; drainage; equipment; kind, number and quality of livestock and crops homestead; financial background, at the selected site similar to other farms in the area.
 - (c) is it a public place that will enable many people to see the demonstration.
 - (d) is it central and accessible from all directions so that most people can reach it with ease.

B. Using the Demonstration

If, in the planning stages, you have clearly worked out the purpose of the demonstration it will be much easier to utilise it. The main function of any demonstration, of course, is to use it for teaching purposes. The demonstration site should be a learning site where the farmer can be shown and given instruction in a particular farming method. If this does not happen then the demonstration will have little impact. The demonstration sites can be used for:

- (a) Periodic demonstrations to show at appropriate times particular farming practices, such as how to plant, how to weed, how to top dress, how to spray, and how to harvest etc.
- (b) Tours: organise or encourage others to arrange conducted tours by farmers to demonstration sites.
- (c) Field Days: these are also good sites for local field days. Show the farmers where there is such difference between the old and new practices.
- (d) Photographs: pictures of the demonstrations taken should aim at highlighting the difference between the two practices being compared. These photographs can be used to teach other farmers, for your future campaigns and also for publicity purposes.
- (e) Exhibits: display some of the demonstration results at shows. This is another way of spreading the idea to many people.

To maximise the impact of the demonstration it may help to ensure a regular attendance of farmers in the locality. Having 20 to 30 farmers attending each plot, by keeping them informed of all the activities and progress of the demonstration and encouraging them to attend on-site meeting, is more likely to ensure that the demonstration is successful in terms of introducing new methods, than just having farmers visiting occasionally.

The demonstration needs to be supervised throughout. Adoption of the new farming practice may depend on a number of factors, one of them is the successful completion of the demonstration. If the demonstration is a failure i.e. if the new practice proves to be inferior to the old one, then it will be difficult to convince the farmers to adopt the new practice. To avoid this happening, close supervision of the demonstration is necessary. This includes:

- (a) Ensuring that all the materials needed for the demonstrations are available when needed.
- (b) Carrying out all activities concerned with the demonstration in time. Ploughing, planting, weeding, insect and pest control etc.
- (c) Ensuring that the farmer understands the sequence of operations through continual instructions. Visit site regularly to ensure that instructions are followed accordingly.
- (d) Finding out what problems there are or those likely to occur and take appropriate actions. For example, any sign of disease or pest attack call for prompt remedial action.

Throughout, of course, it is necessary to keep proper records. Records are necessary to determine if the demonstration succeeded or failed, and why it was a success or failure. The records they can also be used for instructional purposes and as evidence of your activities during the programme period. A definite system of record keeping should be mutually agreed upon by those concerned, and the demonstrator should be informed accordingly. It is also important to:

- (a) Evaluate the demonstration to determine the reasons for the results obtained. Use experience for planning future demonstrations; and
- (b) Organise follow-up through the 'enlisting farmers', farm visits etc. to provide whatever support is necessary to the farmers interested in trying out for themselves the practice that has been demonstrated.

Advantages and Limitations

There are advantages and limitations to this extension methods. Some of these are listed below.

Advantages

When properly organised and successfully carried out, a result demonstration;

- (a) furnishes local proof of the desirability of adopting a recommended practice;
- (b) is an effective method for introducing a new subject or subjects;
- (c) appeals to the eye and reaches the individual who wants to see the results with his own eyes.
- (d) provides a good source of information for meetings, new items, pictures, radio talks etc.
- (e) furnishes cost data and other basic information
- (f) enables high percentages of people to learn
- (g) aids in developing leadership, through the use of carefully selected demonstrations.

Limitations

- (a) Requires a large amount of agent's time;
- (b) Cost per practice charged may be high;
- (c) Good demonstrators are difficult to find;
- (d) Few people see the demonstration at a stage when it is most convincing;
- (e) Teaching value frequently destroyed by unfavourable weather

ORGANIZING A DISPLAY

Like everything else a display has to be planned very carefully.

1. Why it is necessary to have the display?

You have organized a field day because there is a problem. You want the people to see certain things that might help solve this problem. Your main concern is highlighting those things that you believe will bring a solution to the problem.

2. What is to be displayed?

Posters, flip charts, bulletin boards are all ways of displaying things. But, in the content of a field day, we are talking about something much bigger. Your exhibits here are more than just drawings. You may decide on live exhibits, stuffed versions or models whatever articles you choose, decide first what they will do for your display.

3. Whose attention is the display meant to catch?

It is important to know the type of audience you are going to be dealing with. This will help you arrange your exhibits effectively. For instance, if a display is meant for the very young you will not have things high up at a five foot (1½ metres) level. For the average adult, however, this is just about eye-level, and an ideal position to place important exhibits. Further, for children, a set of colour is appealing whereas for adult excessive use of colour might be distracting.

4. Where will you have the display?

It is important to know beforehand how big the area you are going to use will be. It is useful to actually see the place before the size, shape, position and even the materials that will help you make your decisions.

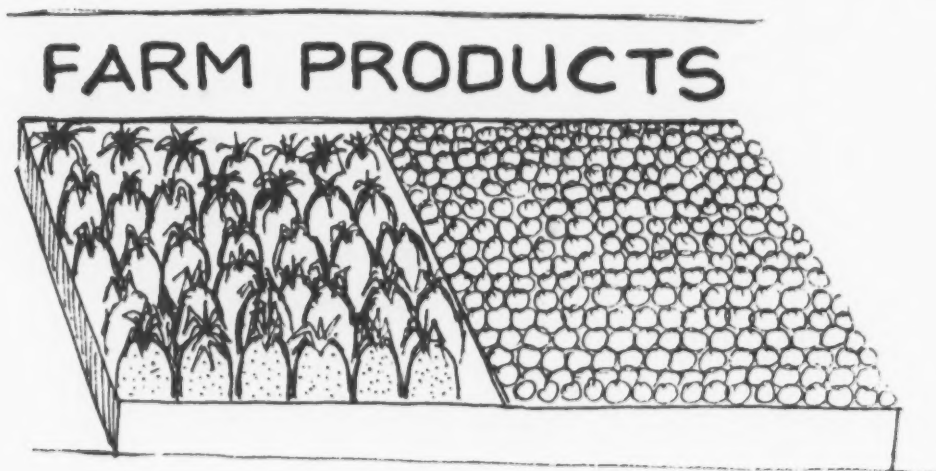
5. Planning the Display

With all the information above, you are now ready to plan your display. Your first concern is to get people's attention attracted to the display. This may be done with the use of colour, lighting, music or movement. Slide shows or someone demonstrating are also effective ways of capturing the audiences' attention.

Once the people's attention has been captured your next concern is to communicate the central idea. Position the exhibit that embodies the central idea such that it stands out and is not cluttered by other exhibits. Use simple pictures, and very few words to present your idea.

Guidelines for preparing displays

1. Position the central idea at eye level of your audience (about 5 ft)
2. Too many articles confuse the viewers, so use few exhibits and position them such that each can be viewed both separately in its own right and then in relation to the main idea.
3. Do not use too many colours. Two or three colours used against a neutral background will do.
4. Keep written materials to a minimum.
5. Use materials with which viewer is familiar.



PRESENTING EXHIBITS

Here, as in everything else, one cannot overemphasize the importance of planning for a successful presentation. You must know your audience and the environment in which the presentation will take place; your objectives must be clear and you must know your subject thoroughly.

The confidence with which you explain each detail, describe each process and answer each question will count towards your success.

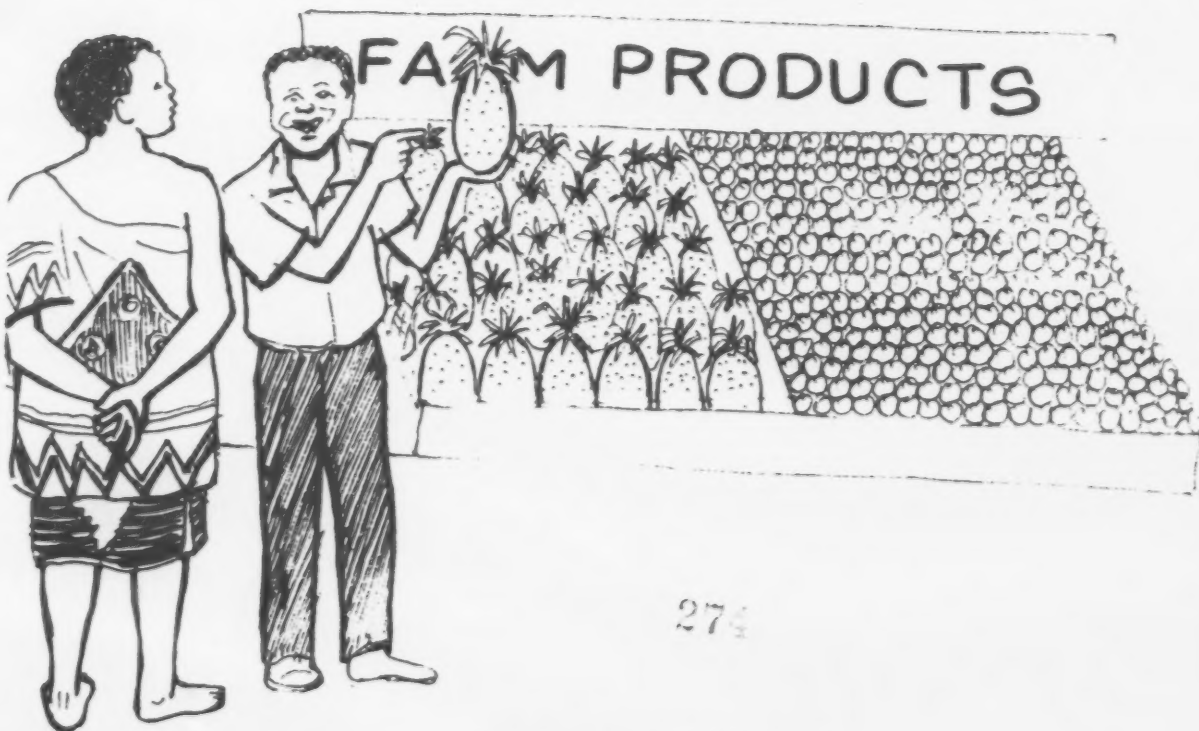
Keep your language simpler and your voice clear.

Having a flip chart and pens handy to make illustrations or note difficult names or words will help.

Do not make a long speech. As you explain a concept refer to exhibits by pointing them out or lifting them to show their relation to that concept.

Listen carefully to questions.

You can only be sure your presentation will go well if you have rehearsed it beforehand in front of a group of people.



PUPPETRY AS AN EXTENSION METHOD AT SHOWS

Extension work is primarily concerned with bringing about change. It is helping people to improve their lives and the environment they live in. The role of the extension workers is to help communicate new ideas and information, and to help motivate and mobilise the communities he or she works with. Shows, farmers' days, and health days are occasions when the extension worker can convey ideas and information to large gatherings of people.

There are of course, many ways to communicate ideas and information, to large gatherings. Talks, demonstrations, and displays are some of the methods used. Theatre, and particularly puppetry is another method that can be used.



Puppetry is a form of story telling that involves action and uses doll-like figures. At a show and other kinds of large gatherings a puppet show can be effective in highlighting community problems, such as the problem of drunkenness and its affect on family health. Puppetry can also be used to convey simple extension messages such as the value of early ploughing, and the importance of breast-feeding.

Why Use Puppetry

In a large gathering puppetry can be a powerful medium.

Puppetry is fun; it is action oriented and it is visual. It combines entertainment with education, and in a large gathering a short, exciting puppet show is an effective way of getting people's attention.

A home-made puppet show can be based on people's experience. By relating the extension message to a community's own situation, or by focusing on a problem that directly affects them will help to attract people's attention.

The puppet show can be produced in a form and language that is familiar and easily understood by a community. It helps to make the message being conveyed more meaningful.

A short 10 to 15 minute puppet show can have a powerful effect, and be lots of fun as well.

Creating a Puppet Show

Creating a puppet show involves:

Problem Analysis

Analysing the problem or the extension message that will be dealt with and understanding how it affects the people.

Creating a Story

Turning the problem or the extension message into a concrete story.

Improvisation

Acting out and discussing the story in order to relate it to the actual situation you are concerned with, creating the different characters in the play, and organising the different scenes in the right order.

Acting it Out

Rehearsing, critiquing and finalising the play, and making the appropriate arrangements to perform and discuss the play with the community.

SECTION 3:

COMMUNITY MOBILISATION METHODS

An important aspect of extension work is mobilising communities to determine and implement their own development activities, based on their own perceived needs. The extension worker has an important role in facilitating this.

The handouts are concerned with helping the extension worker to work with and be accepted by the community. The handouts assist the extension worker how to : examine his or her own role in the community; understand the problems and needs, and the resources of the community; organise and conduct community meetings; and plan activities with the community.

The handouts relate to

Unit 3A : Role of the Extension worker in promoting community self-sufficiency

Unit 3B : Understanding the Community

Unit 3C : Organising Meetings and Committees.

Unit 3D : Promoting Community Action



A. Record in the space below the main points of your group's discussion of the following questions:

1. What do you see are the main roles of an Extension Worker in promoting community development?
2. What approaches and methods would you use to assist a community in solving their problems?

LOOKING AT MYSELF

The way we behave and present ourselves can have an influence on how other people see and accept us. It is particularly important when we are working with communities to be aware of ourselves, who we are, what we do and the general image that we convey of ourselves. The questions below are designed to help you assess yourself in terms of your role as an extension worker.



How do I come across
to people in the community?

What are the implications
of the image I project?

How should I dress, talk
and listen?

Do I need to make any
changes?

Are the things I consider
important in my job also
important to the commu-
nities that I serve?

How can I get feedback
about how I come across
to people in a community?

UNDERSTANDING THE COMMUNITY

Development is concerned with social change. There are of course many ways to bring about change. For instance, people can be told what to do. On the other hand, people can be involved in deciding what change should take place; in planning how it should occur; and, in implementing the changes. Experience suggests that if there is to be real, lasting change that benefits the people concerned, a participatory approach is more effective.

As extension workers part of our function is to encourage a participatory approach to development. We are concerned with mobilising people and helping them to clarify their needs and solve the problems confronting them. In this facilitating role it is important that we be aware of ourselves; our own limitations and strengths, our attitudes and prejudices. Our own experience will influence the way we approach and work with a community.

Equally important is having clear and proper understanding of the community we are working with. A community is a complex entity. There will, for example, be different social and economic groups. To have a complete picture of a community we need to know about:

- . who the leaders are
- . what organizations and committees exist
- . how do people earn a living
- . what resources exist, i.e. natural, income, health
- . what is the status of resettlement
- . what are the successes and failures of previous development projects

We also need to learn about how people in the community see:

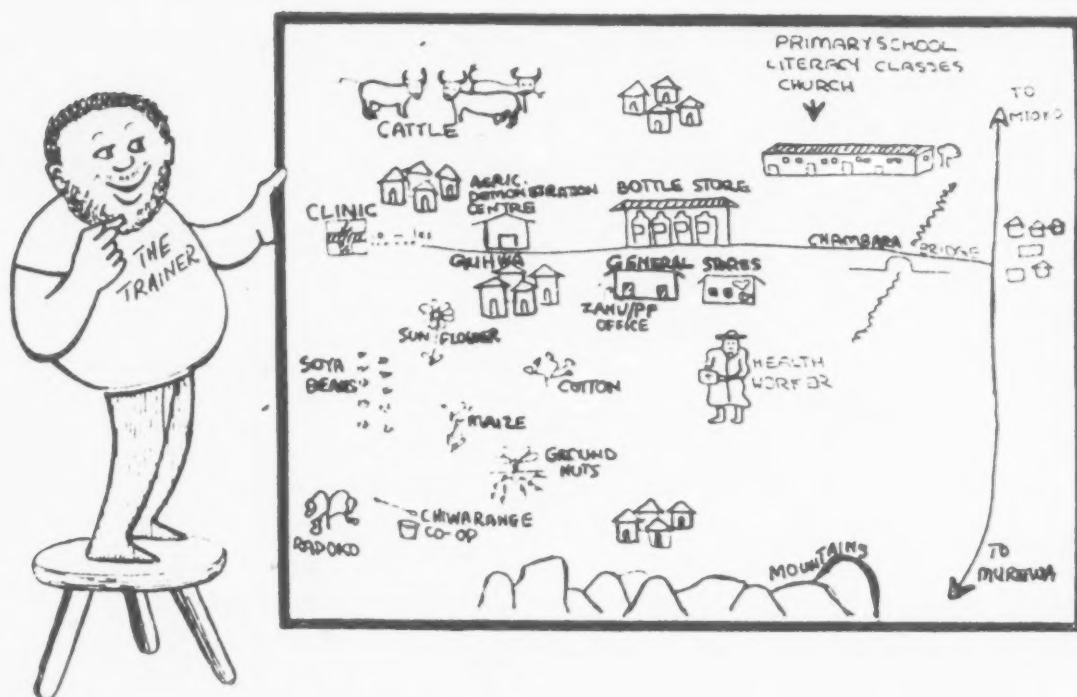
- . the problems that presently exist
- . the change's that they would like to take place to improve their lives
- . the obstacles that prevent these changes being brought about
- . the strategies that could be developed to overcome these obstacles to bring about the desired change.



We may think we know the problems and sometimes we do but we may not understand it in the same way as the people in the community. The more we can approach the problem from the way the community sees the difficulty, the more likely we are to be successful in helping to overcome the problem. Of course, we should also be aware that different segments of a community tend to see a problem in different ways. There are various methods we can use to build-up a community profile and identify needs. We can, for example:

- . conduct interviews
- . consult reports
- . talk to other extension workers
- . read development reports and records, etc.

Sometimes it will help to draw a rough sketch map of the community we have visited or are working in. Such a map helps to record the resources that exist. The map should include boundaries, roads, rivers, focal points and other resources observed. An example of a community map is given below.



Observation: is also an important way of collecting information. Noting whether people have latrines and waste disposal pits in their homesteads will tell something of their sanitation practices. Malnutrition in children can also be easily spotted. Sometimes communities may have services which can create health problems. For instance, it was observed that in one community a good number of homesteads had piped water, but it was creating other health problems. Around the taps dripping water had formed muddy pools in which toddlers played. Household waste also tended to collect into these pools. No doubt children would naturally put their hands in their mouths. Questionnaires and straight interviews will not reveal such a problem. They will only record the presence of piped water, which is a good resource.

Making a note of such information will be useful when we come to discussing and analysing the problems and needs of the community we have visited or are working in.

Again, observing what is there (resources), where it is and what is not there (constraints) will also tell us a lot about a community. We can easily notice the presence or absence of rivers, trees (for household use) roads, gardens, shops and focal points.

THE PROSTITUTE**A SAMPLE EXERCISE FOR THE TRAINER**

A public meeting is being held on prostitution. There are a lot of prostitutes in town and the council is trying to decide what, if anything, should be done about this. The people present are being asked to consider:

- Do prostitutes do the society any good?
- Do prostitutes do the society any harm?
- Why are these people prostitutes?
- What type of people are they?
- Is there a need to stop prostitution?
- In what ways can prostitution be stopped?

Give each trainee a role and ask them to write on flip chart their responses to the above questions from the point of view of the role they are assuming.



Discuss their responses. Compare the different views asking the trainees to consider:

- . why there are differences, and
- . what is the significance

Apply the analysis to their role as an extension worker.

INTERVIEWING IN THE COMMUNITY

Interviewing is one technique that can be employed to identify the needs and concern of a community. Of course, there are many ways of conducting an interview. One can, for example, design a questionnaire. The structured approach is easier for the interviewer but it does have two major limitations:

- . you only get answers to the questions you ask - are you asking the right questions?
- . the interview is one sided - the interviewer is doing all the asking and the person being interviewed all the answering.

The Open-Ended Interview

The kind of interview that we are focusing on is the open ended, helping interview. However, as extension workers we are concerned with not only obtaining information from the community but using that information to enable us to work more closely with them. The ultimate purpose of collecting the information is to also help us have better understanding of how people see their situation so that we in turn are in a better position to help them. For our purposes then the open-ended, helping approach to interviewing is more useful.



THE WRONG APPROACH

Three Main Stages

Generally, there are three main stages to an interview.

- . Initiation, or statement of purpose
- . Exploration
- . Closing

The starting point should always be to make sure that the person being interviewed know who we are and what our intentions are. Once that is clear and all the necessary introductions have been made we can then begin with the interview.

Every interview situation will be different. The setting in which it is held, the time available, and the way we present ourselves will all have an influence. Creating the right atmosphere and making people feel relaxed is important.

If we really want to find out how people see themselves we need to ask the right questions. A question like:

"Has anybody in the family had diarrhoea?"

may simply get a 'yes' or 'no' response. It also assumes that this is a problem.

It might be better to ask

"Are there any health problems in the community?"

or begin by asking a more general question, such as:

"What do you see as being the major problems in the community?"

This will encourage people to talk about the things they see as important.

There are many different techniques we can use to encourage discussion:

- . 24-hour recall

If we want to find out what people do from day to day we can ask them to describe what they did the previous day:

"What time did you get up?"

"What was the first thing you did?"

"What did you eat yesterday?"

This will help to give us a picture of daily life and what is important to them.

- . projective questions. People may be reluctant to answer if they are asked directed questions. By asking such questions as:

"What do people see as being the main problems in the community?"

"What changes have taken place in the community?"

can help to get an overall view of the community as well as the individuals concern.

- . aspirational questions. People have hopes and aspirations.

Asking them such questions as:

"What changes would you like to see?"

or

"How would you like your children's lives to differ from your own?"

will help to reveal their concerns.

Which ever technique you use in the open-ended interview it is important to listen carefully, show interest, and where appropriate ask further questions to encourage the discussion.

Closing the interview is important. As an extension worker you may want to meet with the particular person again, and you will be working in the community. Leave with a good image, show you are concerned, but do not make promises you cannot fulfil.

Some points to remember

- . make the purposes of the interview clear
- . establish a positive atmosphere - showing interest in whatever is said without passing judgement.
- . act flexibly by restating or clarifying questions if called upon to do so
- . be a good listener and observer of what is being communicated either verbally or silently through body language.

Avoid

- . constantly interrupting when the interviewee is speaking
- . writing down answers and ignoring the interviewee
- . disinterest
- . appearing hurried
- . passing judgement on what interviewee says

DEVELOPING A COMMUNITY PROFILE

Collecting information and identifying problems can be time consuming. The more organised we are the more successful we will be. Furthermore if we are clear in our purpose the more likely we are to get the trust, confidence and cooperation of the community. Thus, making a plan for gathering information will help us to clarify our objectives about the type of information we need and where we can get it. The information planning chart below will help us to organise ourselves.

Information gathering

Type of information	Where to find it	Questions to ask
. Size of community (no. of homesteads)	Ext. workers/records	
. Community leadership - traditional - non-traditional		
. Services - schools - clinics - creches		
. Economic activities		
. Resources - agricultural - health		
. Problems and priorities		
. Committees or organizations		
. Previous develop- ment projects - successes - failures		

WORKING WITH COMMITTEESIntroduction

Meetings are an important part of development work. As extension workers we are involved in many different kinds of meetings. There may be large public meetings at the traditional meeting place to explain a development activity. There may be smaller meetings with community leaders to identify particular problems and needs. These may be meetings with a specialised group, such as a Health Committee to plan an activity. There may be meetings with your colleagues to discuss and plan work. The size of a meeting determines largely how a subject is discussed, whether everybody takes part, and whether it is easy to reach decisions or take votes.

Two or three persons may be enough when the group is meeting to share ideas or for a spontaneous discussion in a search for new ideas ('brainstorming'). A group of five to seven persons is usually large enough to provide a reasonable variety of experience and personalities and, at the same time, enable everyone to participate. As a general rule, for group discussion or training, a group should not exceed ten to twelve persons. Even with this number a small sub-group may form and dominate the discussion, while the rest of the group become mere observers.

Large meetings are more useful for communicating information and exchanging views than for discussion or making decisions. In this Handout (and Handouts 3C No.2 and 3C No.3) we will be focusing on the formalised, committee-type meetings.

Why work with committees?

We use committees in extension work because:

- (1) they tend to involve lots of people in an activity, thus more people share the responsibility and will have a greater interest if it fails or succeeds.
- (2) a programme's/project's aims will reflect people's needs better if more people are involved in the planning.
- (3) by dividing the work among more people, it may not go faster, but more people will learn from the activity.
- (4) the more people are involved, the more knowledge and experience is brought to the situation.

A committee that has the support of the chief and the community members can represent the community and act as a bridge between the community, government and other development agencies.

There should be a purpose

All committees and committee meetings should have a PURPOSE. Unless the purpose is clear and relevant time and effort will be wasted and frustration caused. Meetings are generally concerned with:

- . information giving
- . consultation and information gathering
- . problem solving and planning.

The role of community Health Committees, for example, is to stimulate community involvement in health projects, and educate and create awareness in the community about health issues.



A good committee meeting **MAKES DECISIONS**. For sensible decisions to be made there must be clear COMMUNICATION.

**There will have been a successful meeting
if there has been successful communication**

If the purpose is to pass on information or to explain something, the chairperson should find out if this has been done successfully, e.g., by allowing questions and discussion which will show whether the subject has been understood.

If the purpose is to seek the views of members, the chairman or secretary should summarize the views expressed or put them in different words to obtain the agreement of those present about what has been said.

If the purpose is to plan an activity then everyone should be clear what decisions have been made and who is responsible for what. The chairman or secretary can test this by asking: "Is it agreed then that we"

MEETINGS HAVE TO BE PLANNED

A well planned meeting has better chance of success than one called at short notice, and with little preparation. In preparing for a meeting it is important to check the following:

- Purpose
- Main subject-matter
- Type of meeting
- Persons expected and size of meeting.
- Place, time, and duration
- Who is convening and organizing meeting.
- Announcements or information about the meeting.

Purpose: We have already heard that a good meeting will have a clear purpose. It is crucial that the chairperson - the person within overall responsibility for the running of the committee and the planning of meetings - ask himself:

- . What is the purpose of holding this meeting?

Once the question is answered it should be written down so that the purpose can, in turn, be clearly stated to the committee members at the beginning of the meeting.

BUT once the purpose is defined the chairperson should also ask:

- . Is the purpose going to be best achieved by holding a meeting?

This may not always be the case. However, if the answer is 'yes' we can go ahead with the rest of the preparations.

The main subject-matter. Members need to know what is going to be discussed so that they in turn can be prepared. If for example members are expected to report on activities since the previous meeting they should be told.

An agenda circulated in advance is one way of informing people. This is possible where only a small number of people are involved. For a larger community meeting, the community leader who calls the meeting should be well briefed so that he can also inform people of the meeting before hand.

Place, Time and Duration. Meetings should be held in a place that is convenient to those attending. The timing should also be convenient. People are busy. In the towns or peri-urban areas, for example, it may be more convenient to hold meetings on a weekend.

Sometimes it is useful to specify the duration of the meeting. People are busy. Knowing that a meeting is expected to last about two hours will help them plan the rest of their day.

Know the members and the numbers. It helps to have some idea of the number of people who will be attending. The size of the meeting will influence the manner in which the meeting is conducted. Furthermore, if you know the number of participants the meeting place can be arranged accordingly; chairs can be arranged and sufficient copies of any papers that are to be circulated can be made.

Where information is to be presented in the meeting it might be useful to use visual aids. This might be particularly useful in large meetings or where literacy is a problem. If visual aids are being used:

- . check beforehand that any equipment being used is working.
- . make sure that it is set-up and ready for when you want to use it.
- . use the visual aids to support the talk.
- . limit the number of visual aids being used - too many will be distracting.
- . talk to the people - not to the visual aids.

Information about the meeting. Circulate in advance the agenda and all other necessary information about the meeting. For example, if you are wanting the committee to discuss an action plan for a project it will help if they can look over it before the meeting.

IN SHORT, PLAN AND BE PREPARED. THE DETAILS ARE IMPORTANT.

CONDUCTING COMMITTEE MEETINGS

There are four major components in any committee meeting. There are:

- . the chairperson
- . the members
- . the agenda
- . the secretary

Three of these components; the chairperson, the members, and the agenda are discussed below. The fourth component, the secretary, is discussed in Handout 3C No.3 'Taking Minutes'.

The Chairperson

Every meeting needs to have guidance and control; without it there will be chaos. It is the chairperson's responsibility to ensure that the meeting runs smoothly. The chairperson should keep the meeting to its purpose, give everyone a fair chance to take part, control the timing, and keep order.

The chairperson's tasks include:-

- . opening the meeting - welcoming, creating the right atmosphere, demonstrating the importance of the meeting, and clarifying its purpose.
- . directing the meeting by providing information where necessary, clarifying any misunderstanding, and keeping the people to the point.
- . encouraging participation - the chairperson should avoid doing all the talking and encourage others to express their ideas and opinions. This can be done by asking questions. Questions can be:
 - (a) closed, often requiring a 'yes' or 'no' response and limiting discussion.

EXAMPLE (to be completed by participant)

.....

(b) general, open questions that:

- . are thought provoking and engage the attention of the whole group
- . are specific, and related to the experience of the whole group
- . start with how, where, when, why, what, who to avoid a 'yes' or 'no' reply

- point the meeting in the right direction

EXAMPLE

.....

- (c) direct questions to a particular individual. This type of question can be used to bring in a person with special knowledge; involve retiring, talkative and other problem individuals; help the meeting when lagging, by asking the resourceful or talkative member his opinion; and to speed up the pace of the meeting.

EXAMPLE

.....

- (d) re-direct questions. To avoid the meeting moving back and forth between individual members and the leader, statements and questions raised by one member can be passed to another for comments.

EXAMPLE

.....

- (e) reverse questions by asking the person posing the question to answer himself. This may be used to encourage him to think again, or because he is known to have views which should be expressed

EXAMPLE

.....

- summarising at appropriate points in the meeting which will help to:
 - indicate the progress or lack of it
 - re-focus off track discussion
 - tie up one point and move on to the next issue
 - highlight important points
 - guide the minute-taker
 - clarify misunderstandings
 - and at the end to establish the group's conclusions, points to action and gives members a sense of what has been achieved.

In carrying out these functions the chairperson should be:

- (a) Fair and Impartial: He must give all members an equal chance to speak. In some meetings this means one time per person. In some clubs like 4B this can be open discussion.
- (b) Firm: The Chairman should set a good example. He should not allow people to talk too long, to repeat the same points again, or talk off the topic about something else. People who interrupt or disturb the meeting should be dealt with firmly.
- (c) Tactful and Patient: People who do not follow the rules should be reminded by the Chairman in a pleasant manner. The Chairman should never be rude to the member of a meeting and should thus prevent all other members from insulting anyone during discussion.

A good Chairman is a very important part of any organisation. If meetings run smoothly then more work will be done.

RULES OF PROCEDURE

To help the chairman conduct an orderly and effective meeting there are certain basic rules that should be followed:

- (a) discussing one issue at a time with only one speaker talking at a time.
- (b) discussion each issue in terms of a specific proposal not just wide-ranging discussion on an issue. The person who places a point on an agenda must have a motion or resolution to be discussed by the meeting.
- (c) reaching agreement on each proposal with the chairman instructs the secretary to make sure the motion correctly summarizes the discussion.
- (d) the chairman frequently summarising the discussion so participants are clear as to what has taken place and what they are going to vote on.
- (e) having each proposal worded in terms of specific people doing definite actions, and these people must clearly understand what they are to do.
- (f) taking a formal vote where there is strong disagreement on a proposal.
- (g) where lengthy discussion or planning is still needed on an issue it should be referred to a sub-committee which is chosen by the meeting before moved to a new item on the agenda.

THE COMMITTEE MEMBERS

The role of committee members is to participate effectively in the discussion of the topic. The members must direct their discussion towards the group goal.

Each member of the committee must be aware of other members in the committee and give each member a chance to voice their opinion. This will help the chairman keep a balanced discussion.

The committee members should always address the chairman when wanting to speak. This helps group discipline and contributes to a healthy discussion.

It is the duty of the committee members to agree with the conclusion that has been reached by the committee. If a solution is not reached by the committee, then the chairman can call a public meeting where further discussion will be carried out and solutions found.

THE AGENDA

The agenda has two main purposes:

- . to inform members of the topics to be dealt with, why they are being discussed, and what contribution could be prepared beforehand
- . to act as a guide for discussions

Agenda items should be put into a logical sequence based upon:

- . the urgency/importance of the items
- . the length of time they will take to discuss

Topics should be described in enough detail so that members can be fully prepared. Vague headings are not helpful. For example, a heading like 'Matters arising from minutes' is of no help unless the items to be discussed are listed. In most cases an agenda should include the following information:

- . Title of the Meeting or Committee
- . Date, Time and Venue of the Meeting
- . Matters arising from the minutes
- . Reports
- . Items for Discussion/New Business

However, no two agendas are alike. Below are examples of two different types of agenda.

SAMPLE AGENDASSAMPLE I

P. O. Box 128
Nsoko
January 6, 1983

To: All Members
Nsoko Parent-Teachers Association

NOTICE OF MEETING

The Second Meeting of Nsoko PTA will be held:
ON: SATURDAY 2 February, 1983
AT: NSOKO SCHOOL
STARTING: 10.00 a.m.

AGENDA

Apologies
Minutes of the 1st PTA Meeting
Matters Arising
 (1) Constitution
 (2) School Academic Performance
Treasurer's Report
Fund Raising Activities
Date of Next Meeting

SAMPLE IIAGENDA

TO : A.K. Maziya, B. Tshabalala, Sister Dlamini, Z. Hlophe (H.A.)

Dumdum Health Committee Meeting - 28th July, 1984 at 9.00 a.m.

Venue: Dumdum Centre

Items

Report on WHO Day - Chairman
RHM's Report - RHM
Report on the Planning of the Sanitation Campaign - Tshabalala/HA
Proposal for Spring Protection - H.A.

ASKING QUESTIONS**A SAMPLE EXERCISE FOR THE TRAINER**

An important function of the Chairperson is to create the right atmosphere for discussion. Asking questions can help to get committee members involved. However, if questions are not asked in the right way they can stifle, rather than encourage discussion. This point, and the various techniques of asking questions, can be explained to the participant by using examples. One such example is outlined below:

Begin by asking the participants to consider what kind of response they would get to the following question:-

'Do you think pit latrines will help to solve the sanitation problem in the community?'

Their answer is likely to be a "yes" or "no" response. Explain this in an example of a closed question. Ask them to suggest ways in which the question could be re-stated to be more open and thought provoking. One possible example might be:

'What can we as a committee do to solve the sanitation problem in the community?'

Explain what is meant by a directed question. Ask the participants to re-phrase the open question so that it becomes a directed question.

One possible example might be:

'Mr. Dlamini, you are the Health Assistant, what advice could you give us on improving the sanitation situation in our community?'

Explain what is meant by a re-directed question. Ask the participants to give an example of a re-directed question that would take into account suggestions made by the Health Assistant. One possible example might be:

'Mr. Nxumalo, the Health Assistant has suggested holding a rubbish pit digging day in the community. What are your feelings about this?'

Explain what is meant by a reverse question. Ask the participants to give an example of a reverse question relevant to the committee situation we have been dealing with above - One possible example might be:

'Mrs Simelane, you have suggested that we need to look at how we can protect our water supplies from livestock. That is a good point. Perhaps you have some suggestions on what we might do?'

Through, the examples, can be used to illustrate the chairpersons tasks of encouraging members participation and of summarising, and re-stating members points and questions.

This exercise could be repeated until participants become familiar with the different types of questions and the various techniques of asking questions.

COMPILING AN AGENDASAMPLE EXERCISE FOR THE TRAINERThe Task

Give one case study to each group and ask them to compile an agenda for the meeting that is being discussed. In assuming the roles of the people in the case study they should feel free to elaborate on the discussions as they compile the agenda.

The Farmers Co-operative

The local farmers co-operative hold general meetings once every six months. The chairman and secretary are meeting to plan the agenda. The usual practice is to have a chairman's report and a treasurer's report on the past six months. However, the chairman has recently been to a training course and wants to put some of the ideas he learnt into practice. 'What I've realised is that members don't really participate in our meetings. They just listen to our reports which are not very detailed. Let's try and construct an agenda that will get them more involved.'

After some discussion the secretary suggested that as there has been some grumbling about the shop they should get a report from the manager on his plans. The secretary said he has been looking at the minutes of the last meeting and there are some items that need to be reviewed: "We did say we would do something to keep the cattle away from drinking water. We've done nothing and everytime I see the chairman of the Health Committee I feel embarrassed". The chairman agrees and adds that since as the drought is getting worse maybe we should discuss what we as a Co-op can do to help our members. As their discussion continues the chairman recalls one of the things suggested at the training: "Our trainer suggested that we might allow time for Members Items, where anybody before the start of the meeting can include things they want to discuss."

THE PARENT TEACHERS ASSOCIATION

Embhuluzi P.T.A. Executive meets every two months. The next meeting takes place in a week's time. As usually the chairperson, Mrs Zwane, Secretary and Headteacher are meeting to plan the agenda. The PTA recently held a sport's day to raise funds for the school so everyone is in good spirits.

However, the headmaster remarks: "I doubt if we raised enough to buy all the sports equipment we need. Maybe we should discuss other fund raising activities". The secretary thought that might be a bit premature until we heard the treasurer's report, but the Mrs Zwane feels there is no harm including both in the agenda.

124

Mrs Zwane wants to know what has happened on the plans for a school garden: "Remember we discussed this in the last meeting and appointed a sub-committee". "And", the headteacher remarks that, "there has been a discipline problem in the school recently. Parents should be taking more interest in their children's education". As their discussion continues the secretary says that the Health Assistant has been pestering about the World Health Day but he cannot really say what it has to do with the PTA. Their discussion on this point continues.

THE COMMUNITY HEALTH COMMITTEE

Health Committee was formed about five months ago. They had met twice and a third meeting is scheduled for a week's time. The chairperson was away but he had asked the secretary and RHM to plan the agenda and notify members. "Be sure to include the REC's proposal for a vegetable garden in the agenda", he had told the secretary.

At their planning meeting the RHM told the secretary that the Health Education Centre were planning a workshop for traditional healers in the area and they would like the Health Committee to help organise it. It was agreed that they should also follow-up on their discussions at the last meeting and find out how far the H.A. had gone with the plans for a public toilet.

The secretary suggested there should also be reports from other extension workers on the committee. As their discussion continued they talked about the difficulty of getting the community involved in health improvement activities and wondered what they could do about it.

THE WOMEN'S GROUP

The executive of the women's group were preparing for their next bi-monthly meeting. As usual the chairperson, secretary, and the treasurer were compiling the agenda. As it was the end of the first six months the treasurer felt that she should give a report on the Club's financial status. The chairperson Mrs Simelane, agreed. She also felt that the Club needs to consider fund raising activities. The secretary suggested that since they had agreed at the last meeting to try and start a creche in the community, that when this item comes for discussion they should consider fund raising in terms of that project. This was agreed.

As they were having tea, Mrs Mamba, asked if anybody had heard from the two members who had been to the course at the Handicraft Centre. Mrs. Vilakati said she had seen them around but had not had the chance to ask them how the course was. The discussion reminded the chairperson that the REC co-ordinator wanted to come to their meeting to talk about a sisal making course. "And, Oh," said, "I had a letter from the Family Life Association asking if they could come to a Club Meeting sometime in the future to talk about adolescents and family planning."

THE SECRETARY AND TAKING MINUTESThe Secretary

The secretary's main function at a meeting is to minute the discussion. It is important for future reference that a record be kept of what was said and what decisions were taken.

The secretary should also assist the chairperson in summarising the discussion, clarifying points, and generally making the meeting pleasant and effective.

The chairperson and secretary should operate as a team, helping each other throughout the meeting. To be able to function as a team they need to meet beforehand and agree on:

- . the agenda and how the meeting will be conducted. This will help in recording the meeting.
- . the type of minutes needed - whether it will be acting notes, verbatim record, threads of discussion and decisions etc.
- . the summarising of the main points to help the secretary take notes.
- . information that has to be sent to members before the meeting.

In short the chairperson and secretary are jointly responsible for the planning, preparation, conducting and follow-up of the meeting.

Taking Minutes

There is no single way of producing minutes. The type of minutes taken will depend on the type of meeting. A formal committee meeting may require detailed minutes where as informal meeting may only require only an action list of things to be done.

The minutes should show the main events of the meeting. Generally this will include:

- title, date, and place of the meeting
- the names of members present
- the names of any visitors
- the names of members who were absent and of those who apologized for their absence
- the exact wording of any decisions taken
- summaries of discussions taken
- the date of the next meeting

Taking minutes is tiring
but it has to be done.



It is important that where recommendations and decisions are made, and where follow-up action is required that it be clearly recorded. This can be done by using the terms 'Decide' or 'Action', 'Column'. The minutes should show what is to be done, who is responsible, and by when it should be done. If this is not stated then at the next meeting there is likely to be confusion and disagreement over what was actually decided.

Producing minutes involves:

- . taking notes during the meeting
- . writing up the minutes after the meeting

Taking notes involves listening carefully, and recording brief relevant notes throughout including the decision. The chairperson's interim and final summaries will serve as a guide. If necessary, ask the chairperson if it can be asked for a summary during the meeting if the discussion is not clear.

The notes should be checked after the meeting. If information is missing or vague check with the relevant member.

Writing the minutes should be done as soon as possible after the meeting. The minutes should be accurate and brief, and structured so they follow the structure of the agenda.

Below are two examples of minutes.

SAMPLE MINUTESSAMPLE IMINUTES OF THE SECOND MEETING OF NSOKO PTA HELD AT NSOKO SCHOOL
ON 2nd FEBRUARY, 1983Present

B. Magagula - Chairman
X. Simelane
G. Dlamini
S. Dlamini
R. Maseko -- Secretary

Apologies

C. Shongwe

Chairman's Introduction

The chairman welcomed the members and explained that the main purpose of the meeting were:

- (a) to finalise the constitution
- (b) consider fund raising activities

Matters Arising

- (a) Constitution. The secretary highlighted the main points of the constitution which was circulated in advance.
Amendment: Mr Simelane suggested that the number of ordinary members on the executive be increased from 2 to 4. The amendment was unanimously accepted.
Motion: Mrs S. Dlamini moved that the constitution be adopted. Unanimously accepted.
- (b) School Academic Performance. The headteacher/secretary gave a summary of the school results. He explained that the difference between what was reported at the last meeting and what had appeared in the newspaper was an error on the part of the paper. The headteacher's actions were noted.

Treasurer's Report

The treasurer gave a summary of the PTA's financial position. A copy of the full report is attached. The bank balance at the time of the meeting was E99.99.

Fund Raising Activities

Future fund raising activities were discussed. After discussing various alternatives it was:

AGREED: Mr. Simelane, Mrs. S. Dlamini, and Mr. Maseko would organise a jumble sale for the 15th March. They will give a progress report to the next meeting.

Date of Next Meeting

3rd March, 1983 at 10.00 a.m. Nsoko School

SAMPLE IIMINUTESDumdum Health Committee on 28th July, 1984 at Dumdum ClinicPresent

A.H. Simelane (Chairman), A.K. Maziya, B. Tshabalala, Sister Dlamini (Secretary), I. Hlophe.

ItemsActionReport on WHO Day

The chairman reported that all the activities that had been scheduled had taken place and the response was good.

RHM's Report

The RHM gave a brief summary of her activity for the past month. She noted many people had asked her about pit latrines. This was discussed and AGREED: that the RHM and HA would meet to jointly plan their activities for the next month

Sister Dlamini
RHM
H.A.

Report - Sanitation Campaign

Mrs B. Tshabalala outlined the plan (copy attached) for the Community Sanitation Campaign. After discussion it was

AGREED:

- | | |
|---|-------------------|
| (1) a puppet show should be included in the campaign | Mrs B. Tshabalala |
| (2) the local teachers should be involved in preparing a script | Mr Hlophe (HA) |
| (3) the HEU should be contacted for support | Sister Dlamini |
| (4) all concerned will give a progress report to the next meeting | Above |

Spring Protection

Mr. Hlophe outlined a proposal to protect two springs in the eastern part of the community

Suggested: that 1 spring in the east, and 1 spring in the west be protected.

Agreed: the suggestion was adopted and Mr. Hlophe should revise his plan to start after the sanitation campaign.

Mr. Hlophe

ORGANISING AND STRENGTHENING COMMUNITY COMMITTEES

AN EXAMPLE OF COMMUNITY HEALTH COMMITTEES

Introduction

One of the most important requirements in health development is for local communities to become involved and commit themselves to the planning, implementation and maintenance of health projects and facilities.

A number of clinics in Swaziland have established, or are in the process of establishing health committees. The purpose of these committees is to unite the efforts of each community with those of the government, in order to improve their social and economic conditions. This will enable them to contribute to national development. It involves the participation of rural communities in an effort to improve their living conditions by using their own initiative and skills, as well as the material assistance of the government.

The health of a rural area in Swaziland can be improved by the formation of a health committee. It is this committee that will work as a group to improve the sanitary measures, good water supplies, nutrition and to solve other health hazards of the community. The committees will be responsible to identify community health problems and influence the community in finding ways to solve them. Some of the main purposes of health committees are:

- to stimulate the community in health projects
- to educate the public about healthful living
- to create awareness in the community concerning matters related to health
- to involve the people in taking responsibility for improving their health conditions in their homes.

It is important that community health workers understand the real health needs of communities they serve, and that they gain the confidence and active support of the people. They should be able to educate the public in health matters so people can participate individually and collectively in the planning, implementation and management of activities concerning health and its related social development.

It is hoped that this manual will enable you to organize and support a successful Community Health Committee. This means a committee that initiates a spirit of self-reliance, influences community involvement and participation, and promotes local resources in all health related projects.

WHY HAVE A COMMITTEE FOR HEALTH?

The formation of a community health committee serves to help people become involved in taking responsibility for health improvements. It can represent all groups and members of a community. In this way, more people from the community are available to identify health problems, needs and resources. Also, a representative group is stronger in making decisions and taking health action than individual's acting alone.

A Community Health Committee can represent the community, and act as a bridge between the community, government and other health-related organizations.

HOW TO ORGANIZE AND WORK WITH A COMMITTEE FOR HEALTH

Starting a health committee in your areas is not difficult. The most important thing is finding a small group of individuals who are interested in doing something to improve health standards. Once the committee is organized and you start doing things, you will find that many other persons in the community will want to get involved in health improvements.

One of the main purposes of a health committee is to stimulate other people, educate them about good health and get them to take responsibility for improving the health conditions in their area.

Who should be members?

Since the reason for a committee is to get a job done, the members of the committee should be people who are willing to work. It should have members who come from all parts of the community. These could include:

- (1) Leaders and influential people
 - formal leaders, official or elected, i.e. chief or induna
 - informal leaders, i.e. headmasters, pastors or priests, businessmen, elders
- (2) Health workers, i.e. traditional healers
- (3) Women's groups, youth groups

How many members?

The number of people needed on the committee depends on the job to be done and the size of the community. Committee members should be chosen or elected by the people of the community, and there should not be too many or too few, i.e., from 6 to 12 persons. Usually, there should be enough people to do the job in a reasonable amount of time and without anyone having too much or too little to do. It is also helpful to have people on the committee who know what has to be done and how to do it.

WHAT WILL THE COMMITTEE DO?

A Community Health Committee can have several purposes. It is up to each committee to decide its own objectives on what is most important in their area.

Here are some of the objectives that a health committee can have:-

- To discuss health problems and find out what difficulties exist in the area and what people would want to do about them.
- To educate people about what they need to know and how to improve their health; for instance, how to use the health services, how to improve sanitation in the homes, how to improve nutrition of the children and expectant mothers.

- To organize and conduct health activities and projects in the area such as having area clean-up campaigns or constructing sanitary wells, spring protections and pit latrines.
- To communicate new information about health to the community, for example, to spread the news received from the Ministry of Health, or to announce the radio health programmes.
- To recommend to the Ministry of Health a suitable candidate for training as a Rural Health Motivator, and assist in the selection of a RHM amongst the community.
- To support and assist the health workers such as Rural Health Motivators, Domestic Science Demonstrator or Health Assistant in their programmes.
- To promote cooperation and action for health improvements among other groups and organisations in the village.

The Health Committee should be responsible for listing all health and health-related problems according to priority. Each project should have a time schedule showing a starting time and an estimated period for finishing the project. In this way, the work will be planned according to the time schedule. They should also schedule regular meetings to see that implementation of the project is going as planned.

A well organised and active health committee can accomplish many things to improve the health of the community. The main purpose of such a committee is to educate the people and to make them want to improve their own health in different ways. Your committee will be most successful if you communicate well and cooperate with other individuals, workers and groups in your area.

FUNCTIONS OF THE COMMITTEE MEMBERS

Chairman

This member of the group is responsible for keeping order and guiding the discussion so that progress is made towards the goal of the group.

The chairman should fade into the background when the members are working or discussing well. If the chairman sees weakness or if the discussion is not enjoying full participation, he should intervene. The chairman can gently and respectfully encourage participation by members who hesitate. Gently, discourage those members who take most of the time in talking, and remind the members not to stray away from the topic being discussed.

It is important that the chairman does not offer his own opinion, as this might mislead the Committee's results or solutions to the problem. He is also responsible for calling meetings (both committee and community).

Secretary

The main role of the secretary is to write or keep a record of what is being said. He or she may ask or participate in discussion if asked by the committee members. He is an advisor to the chairman.

Treasurer

The role of treasurer is to keep any funds that have been collected or received. The treasurer also keeps all money records. When the chairman is not there, he will act as a Committee Chairman.

Committee Members

The role of committee members is to participate effectively in the discussion of the topic. The members must direct their discussion towards the group goal.

Each member of the group must be aware of other members in the group; and give each member a chance to voice their opinion. This will help the chairman keep a balanced discussion.

The committee members should always address the chairman when wanting to speak. This helps group discipline and contributes to a healthy discussion.

It is a duty of the committee members to agree with the conclusion that has been reached by the committee. If a solution is not reached by the committee, then the chairman can call a public community meeting where further discussion will be carried out and resolutions found.

GUIDELINES FOR SUCCESS

The following points will help a health committee to be effective and successful in its operations:

- Get the support of the chief or induna, and involve any community groups in the area.
- Meet regularly at least once a month when necessary, to discuss developmental issues.
- Inform the community from time to time about health issues.
- Meetings should be supported by and occasionally attended by health staff and Rural Health Motivators.
- Members should mobilize the community to take active participation in all developmental projects.
- Before closing each meeting a date of the next meeting should be scheduled.
- See that meetings are well planned, i.e. a prepared agenda, and not too much material to cover.
- Develop a democratic way of discussion in a meeting.
- Any committee member who misses at least three meetings should be replaced by a newly elected or chosen member.
- Be able to account for all projects taking place within the community.

- A health educator, or health staff might take the role as facilitator at each meeting. They are resource people at the meetings, and also act as a change agent.
- First projects must experience success, so that the next projects will be readily accepted by the community.
- Remember an effective health committee can be assessed through its impact on health attitudes, health related behaviour and on the health status of the population, not on the number of meetings or number of people in attendance.

FACTORS WHICH DELAY OR PREVENT COMMUNITY ACTION

1. Failure to plan using factual knowledge, i.e. ignorance of facts.
2. Lack of understanding of other agencies or groups.
3. Lack of funds.
4. Satisfaction with existing conditions, i.e. no element for change.
5. Apathy or lack of interest.
6. Fear of loss of authority by individuals, or loss of autonomy by agencies.
7. Fear of doctors, needles, medicines, etc.
8. Failure to sense tensions within the group, and to eliminate them.
9. Man's suspicious nature of anything that cannot be understood, or is unfamiliar.

COMMUNITY LEADERS

To be effective in our work in the communities, as agents of socio-economic change, it is essential that we know the local leadership and its leadership styles. Local leadership is not confined to traditional formal leaders and their structures, but includes all those who have influence over the people even if it is a small section of the community. Their role cannot be ignored. Successes and failures of community-based development projects depend on their participation or non-participation.



When we come into a community we need to spend sometime familiarizing ourselves with these leaders and their styles. If we are convinced that the success of our work depends on this exercise, we will find a way of achieving it. Some field workers have been heard complaining that their supervisors did not introduce them to the traditional leaders. If this has not been done, we ourselves can go to other field workers who have been in the community for some time and request that they take us to the traditional leaders. Thereafter, it is up to us how we cultivate a working relationship with them. Nobody can do this for us.

Now let us look at the various types of community leaders:

1. Traditional Leaders

Chiefdoms in Swaziland vary in size (land extent and population density). A small chieftaincy may consist of a single local community with only one chief and chief's deputy (indvuna). On the other hand, a large chieftaincy comprises seven or eight distinct, named communities, each with its own indvuna.

Formal leadership: At the local level formal leadership consists of chiefs, their deputies (tindvuna), members of the council of both the chief and indvuna and the chief's runners (bagijimi).

- (a) **Chiefs** exercise a great measure of authority in their areas of jurisdiction. They impose fines, allocate or withhold land, demand labour services of their subjects, appoint people to council's and committees, confer local "citizenship", banish people in extreme cases and allow or reject development projects in their area. For our purposes it is not enough that they allow development projects, we must woo them to participate and encourage participation of the communities in which they have jurisdiction.
- (b) **Tindvuna** may exercise quite a measure of authority in their local communities, especially in a large chiefdom and situated far from the chief.

- (c) Both chiefs and tindvuna reach decisions and exercise authority with the advice of their respective councils except in extreme cases. In most cases membership of the councils reflects and represents the various subgroups and interests of the wider community. It is important to get to know these counsellors individually.
- (d) Runners (bagijimi) perform various tasks for the chiefs such as collection of fines, enforcing the law, relaying messages, helping new arrivals in the community to get local membership (citizenship) and serving as mediators for them to the chiefs.

Non-formal yet traditional local leadership

- (a) Imisumphe (native sons). These are elders who have deep genealogical roots in the community and have a wide knowledge of the history and customs of the area. They have the responsibility of determining the relocation of homesteads in parts of Swaziland in the Rural Development Areas Programme. Their influence cannot be undermined by agencies involved in rural development.

These are people whose families have long history in the community and may feel threatened by innovations, especially if past projects have undermined their existence or failures to achieve desired socio-economic changes.

- (b) Traditional healers. They are influential in health and spiritual matters. Their influence varies according to their popularity. A popular inyanga can sway people for or against innovations in the community.

In the past they were labelled as "witchdoctors" and ignored by development workers. Now their influence has been recognised in all quarters, especially in primary health-related activities. Nobody can deny that their participation in immunization programme, oral dehydration education, potable water protection, sanitation and nutrition can bring about great changes in the rural communities.

Non-traditional Leaders

This category includes a variety of people some of whom command respect in their own personal lives and leaders of institutions and organisations in the community. Here are some of them:

- (a) Church leaders: By virtue of the fact that they preside over a body of people brought together by common religious belief and worship, they have great influence in the community, irrespective of how small their following may be. Some churches do have on-going development projects on one kind or another. They are concerned with both spiritual and material welfare of the people. In motivating and mobilizing people this group should not be ignored. Included here are ministers of religion, priests, elders of the church and mothers' unions known by various names in different churches, e.g. Lumenyano, bakaAnna.

(b) **Headmasters and teachers:** They are custodians of the children for the greater part of the day. Apart from their influence on the children they also enjoy great respect among the parents in the community. In their work they get to know the communities they live in.

(c) **Leaders of Women's Organizations:** It is an accepted fact that most significant strides in rural development have come through women's participation in most Third World countries. In the past, project proposals have ignored their input but now it is no longer the case. Their basic motive, that of improving the welfare of their families, is their driving force. All development sectors should enlist women's participation, be it Education, Health, Agriculture, Cooperatives, Home Economics, Family Life Education or income generating activities. Their roles in the upbringing of the young are many and varied. The majority of them have no alternative. Some have to supplement their husband's meagre incomes, others are heads of households and sole supporters of their dependants.

In short, women leaders should not be ignored because they can help mobilize among themselves and the community as a whole.

(d) **Farmers Association leaders:** In some areas groups are well organized. Their experience, good or bad, will be valuable. They will know resources and constraints in the community.

(e) **Influential personalities:** As it was mentioned earlier, some people have influence based on the personal respect they enjoy in the community. This group includes respected elders of the community, successful business men and women, local sons and daughters who have made it in life and those individuals whose opinions at community meetings are generally respected and are representative of the feelings of the majority. The latter group can help or frustrate us in mobilizing the community. We should solicit their support.

(f) **Members of Parliament:** Some communities have members of parliament resident in the area. Although their influence is at the national level, they may command local respect.

COMMUNITY ACTION PLANNING GUIDELINES

A major role of extension workers is to facilitate change; change that will help to improve the lives and the livelihood of people in the communities. If this positive change is to occur we need to plan for it. We need to be clear about our goals and objectives; what is it what we are trying to achieve and how are we going to achieve it.

Planning for community action is important. It forces us to:

- . identify needs with the community.
- . make choices clear as to the priority issues.
- . assess the resources available.
- . anticipate possible constraints.
- . determine goals and objectives.
- . develop a logical sequence of steps to reach the desired goal.
- . examine ways that people can, and continue to be motivated.
- . consider how we will evaluate our strategy from the very beginning.

An important element of this planning and the implementation of the action plan is community participation. It is well recognised that activities that genuinely involve people are more likely to succeed, and to have a longer lasting effect.

Unfortunately this approach has not always been followed by the extension services. The tendency has been to take a top-down approach to both planning and implementing projects; it is the extension worker who has decided what is the priority problem and how it should be tackled. All too often this has meant there has been no community support, the project has been ill-conceived, and when the extension worker has moved on to other activities, the project is abandoned by the community.

A participatory approach to community action means the extension worker working with the community; it is a joint venture. Genuine participation also means that community is involved in the decision-making. This decision making should occur at all aspects of a project. For example in:

- . determining community needs;
- . selecting priority programmes;
- . project designing the programme strategy;
- . allocating resources (direct physical involvement, materials contribution);
- . carrying out the activities;
- . monitoring and evaluating the project; and
- . sharing of benefits.

Developing an action plan involves making logical, well-thought out decisions based on information about the needs, available resources, and possible constraints. It involves making choices and setting priorities. It is not possible to do everything at once. The priority need will be determined by their urgency and degree of seriousness to the community; the number of people affected; the availability of resources to be able to respond effectively; the capacity of the extension worker and the community to deal with the problem; and their existing commitments.

An action plan should include:

- . the priority area of need.
- . the objectives of the plan in response to that need.
- . the target group that is to be dealt with.
- . the main content area.
- . the method or strategy that will be used to respond to the need.
- . the target group that is to be dealt with.
- . the main content area.
- . the method or strategy that will be used to respond to the need.
- . the detailed activities that will have to take place to implement that strategy.
- . the resources needed to carry out those activities, and where they will be found.
- . the time it will take to carry out activities.
- . the evaluation strategy.
- . the follow-up activities will be necessary to support the plan.

An example of an action planning sheet and an action plan for a project at a Rural Education Centre is attached.

As we develop our plan we should be continually reviewing it against the realities of the situation we are dealing with. We must ask basic questions, such as:

- . Are we really helping the community with this project?
Who will benefit?
- . Do we have enough resources to develop and continue the project? Can it be done?
- . Is the community really committed to it, or are we, the extension workers, just 'forcing' our own ideas on them?
- . What major difficulties will be encountered? How can they be dealt with?
- . What skills will people need to acquire? How will this be done?

Asking these kind of questions will help us to develop realistic plans.

Some meeting of extension workers
 "Well this looks good, but will it ..."
 "O.K. then lets go through the steps
 once more just to make sure"

AN EXAMPLE OF PLANNING FOR COMMUNITY ACTION

Project: Establishing vegetable gardens

Goal Statement: Everybody in the community will value and eat vegetables as a basic component of their diet by the year 1990.

Objectives:

- (a) At the end of the first year at least 50% of the household will have vegetables in their daily menu.
- (b) At the end of the first two years at least 80% of the children in the community will have vegetables in their diet.
- (c) By the end of the first three years at least 40% of the participants will be selling their excess produce.

Target Group: Women's groups

Implementing Agency: Rural Education Centre.

Content Area: Nutrition/Income generation.

Method of Instruction: Practicals/Demonstration/Discussions/Mass Media
Nutrition discussions once a month.

Implementation Schedule:

ACTIVITY	DATE OF COMPLETION	PERSONS RESPONSIBLE
1. Consult local leader	Mid July	REC Co-ordinator
2. Contact Agric. Ext. worker and home economist	End July	REC Co-ordinator
3. Consult participants	Mid August	REC Co-ordinator
4. Hold meeting of participants and local leaders	Mid September	REC Co-ordinator

ACTIVITY	DATE OF COMPLETION	PERSONS RESPONSIBLE
5. Hold discussion on nutrition	Last Week September	Home Economist
6. Choose demonstration plot	Beginning October	REC Co-ordinator/ Agric. Ext. worker
7. Prepare plots	October	All participants with help of Agric. Extension worker
8. Demonstrate how to plant seeds & everyone plants	End October	Agric. Ext. worker/ participants

SECTION 4:

WORK MANAGEMENT SKILLS

'A good extension workers is a well organised extension worker'. The handouts in this section are intended to help the extension worker learn how to: plan his work and set priorities; prepare concise and useful reports on his activities; write a simple project proposal for a community project; and coordinate his work with others who are working towards the same goals.

The handouts focus on work management skills, and relate to the following training units:

Unit 4A : Planning and Assessing your work

Unit 4B : Reporting

Unit 4C : Writing a Project Proposal

Unit 4D : Team Work and Coordination



PROJECT TITLE:

GOAL STATEMENT:

OBJECTIVES:

TARGET GROUP:

IMPLEMENTING AGENCY:

CONTENT AREA:

METHOD OF INSTRUCTION:

ACTIVITY	COMPLETION DATE	PERSON(S) RESPONSIBLE

STEPS IN PREPARING A MONTHLY WORK PLAN1. CONSIDER THE FACTORS THAT HAVE
A BEARING ON YOUR WORKING
ACTIVITIES

Job description

Supervision/Instructions

Community Problems

Community requests

Agency goals

2. ESTABLISH YOUR OVERALL AIMS
AND OBJECTIVESWhat is your
functionIn what way can I
best serve the
communityWhat do my supervisors/
agency expect of me

3. DETERMINE PRIORITY TASKS

What is on
going from
the previousMatters of
urgency that
have arisenAvailability of
logistical resourcesAnticipated time
required to do
tasksUrgency of the
task

4. ANALYSE EACH TASK

Review each of the priority tasks in detail to determine what is involved

5. ESTABLISH AN IMPLEMENTATION PLAN

- . Determine the time required for each task
- . Allocate time to tasks

6. IMPLEMENT THE MONTHLY PLAN

Keep a record of

- . activities carried out
- . constraints encountered
- . tasks not completed

7. REVIEW THE PLAN

- . to determine what was achieved
- . to ascertain what remains to be done and carried over to the next month
- . to consider what recommendations might be made to your supervisor

MONTHLY WORK PLANNING SHEET

ACTIVITY	COMPLETED	NOT COMPLETED	REASON

TIME SCHEDULE

ACTIVITY	Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16, etc

General Comments

- (a) Support required from supervisor
- (b) Training Needs
- (c) Other

COMPONENTS OF A GOOD REPORTPurpose of a Report

A report is a description of something that has been seen, said or done. It is often a formal statement of the results of a work activity, an investigation or of any matter on which information is required. Most jobs require reports of work activities so that supervision and follow up action can be done. Good reporting is essential for evaluation.

Components of a Report

1. The purpose or objectives of the report.

The aim or purpose must be known and clearly defined. Without this the content cannot be written.

2. The structure of the report.

This is the skeleton, the terms of reference or the headings under which the information will be written.

3. The subject matter of the report.

These are the details and the information that will be written in the report.

4. The writer of the report.

This is the person from whom the report will come.

5. The reader of the report.

This is the person or body to whom the report is written and addressed.

All of the above components must be included in a report. One must first identify the purpose or objective of the report, then develop an outline that contains the proper headings. And then the information that is appropriate to the main topics can be written.

Remember, the main purpose of a report is to communicate essential information to someone.

To communicate effectively:

- be simple and direct
- be persuasive
- be action-centered

WRITING A REPORT

Report writing needs to be approached as a logical sequence of events. The three main steps in this sequence are:

- . Preparation
- . Writing
- . Presentation

At each stage there are various factors to be considered and **decisions** to be made.

Preparation

At this stage the writer needs to consider: what he is writing about; why he is writing the report; who he is writing for; and what material he should include.

The understanding of the **subject** of the report is important. Having clear terms of reference will help you to focus. Are you, for instance, being asked to report on your months activities, or on a specific event, such as a field day.

Equally important is having clarify about the **purpose** of the report. Asking why a particular report is needed will help to further define your task, and help you to focus on significant information.

Knowing **the reader** is also important. A report is a mechanism of communication and the reader is at one end of the communication chain. Knowing your reader will help you determine:

- . how to present your material
- . your choice of language

Having established the subject, purpose, and reader of your report, you then need to organise the **material**. What material is needed? Where can it be found? How should it be arranged? These are questions that have to be considered at this point, and all of these questions are more easily answered if the purpose of the report is kept in mind.

The starting point in organising your material is to brainstorm your thoughts on the subject, and write them down on a piece of paper. From there you can begin to organise your ideas and information by developing a plan for your report. The more systematic your plan the easier your task. One way of planning is to organize your ideas into the following columns:

Information Needed	Where the Information Can be found	Supporting Visual Materials Needed	Order of Presentation
Be guided by your purpose and list the items/copies to be included	List the source of information alongside each topic	Make a note of any visual materials that will help to strengthen your report	List the order of presentation bearing in mind the READER and PURPOSE

Once the necessary data has been and reviewed **the next step is to decide on conclusions and recommendations.** Determining these will help you to:

- . select the appropriate information to support the conclusions and recommendations.
- . arrange the information in that will lead logically to the conclusions and recommendations.

Writing

A report to present the information in a logical manner that will make it both easy to read and understand. The structure of a report will vary with the purpose and nature of the report being written. However, structure that can be adopted to suit particular needs is:

- (a) title page
- (b) contents
- (c) summary
- (d) introduction
- (e) discussion
- (f) conclusions
- (g) recommendations

Each of these components is discussed briefly below.

The **title page** should include:

- . title
- . author's name
- . recipient
- . date

The **contents** lists, with page references, the various sections and sub-sections of the report. It is a guide to the reader.

The **summary** is a brief statement of the contents and the recommendations. It gives the reader an overview of the report.

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The **introduction** outlines the purpose of the report giving the:

- . terms of reference
- . person/body responsible for compiling the report
- . general background to the subject of the report

The **discussion** outlines the basic information, and what has been found from this information. It is the basis for your conclusions and recommendations.

The **conclusion** is a summary of the main findings outlined in the discussion. Based on the data presented, the conclusion draws together the main points or opinions that you are making.

The **recommendations** is the "action" part of the report. It should follow logically from the conclusions and offer solutions to the problems identified.

Presentation

In writing the report it is important to pay attention to **language** and **presentation**. The report should be easy to read. A good layout, with clear headings and a language style appropriate to the reader, will help you achieve this.

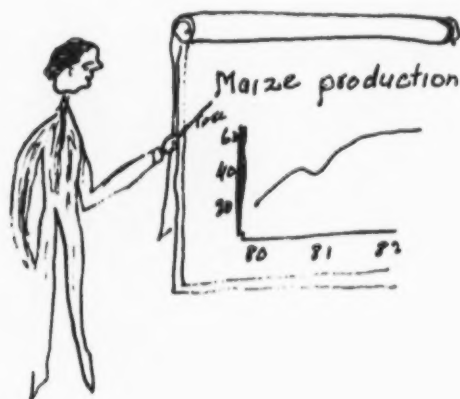
VERBAL REPORTING

Very often extension workers are required to give verbal reports. This might be at monthly staff meetings, community meetings, and committees. Just like a written report, if a verbal report is to be persuasive and fulfil its purpose it needs to be well prepared.

A verbal report should be **summary** of the information you want to give. It should :

- . highlight the main points of your subject
- . specify conclusions; and
- . where appropriate make recommendations

A verbal report should be **brief and interesting**. A report that puts people to sleep is self defeating. It is likely to be more interesting if **visual aids** such as flip charts, are used to illustrate the main points.



Just like a written report a **verbal report needs to be prepared**. The verbal report may, in fact, be a presentation of a more lengthy written report. Whether or not it is, the same preparatory steps outlined in Unit 4B Handout No.2 can be followed. Of course, unless it is required there is no need to write a full report but the presenter should always prepare notes to guide him during the presentation.

BASIC POINTS FOR WRITING A PROPOSAL

The purpose of writing a project proposal is to obtain support necessary for the implementation of a specific project. The support required may be financial, physical, or manpower.

The chances of obtaining assistance are much better if the requesting agency can show that it is well organised, and is likely to be successful in implementing the project. Since a proposal is the mechanism through which a requesting agency can inform potential donors about itself and its proposed project, a proposal needs to be well organised, carefully thought out, and well written.



This means that before the writing begins there is a need for you, as the requesting agency, to consider:

- (a) the feasibility of the project;
and
- (b) your agency's capacity to do the project

Thus, before the writing begins it is important to:

- (a) assess the need for the project
- (b) assess the resources required.

Assessing the Need

A project begins with an idea. The first step is to find out whether, or not, that idea is realistic and acceptable. In the first instance, this means:

- **CONSULTING WITHIN YOUR OWN ORGANISATION.** How do people feel about the need for such a project? Have they had any relevant experience? Do they feel that it falls within the stated goals of your organisation
- **CONSULTING OTHER ORGANISATIONS** in the area. What is their reaction? Does it fit in with their plans, and other projects currently in operation? Will they give it their support?
- **CONSULTING THE COMMUNITY.** Does the project respond to their needs? Will they be prepared to support, and participate?

It will also be helpful to gather information on other projects. This includes projects that are similar in nature and other projects in the community where the one under consideration will take place getting an idea of how they worked; how they were organised, what the strengths and weaknesses of the projects were; and how successful will they help you determine the feasibility of your proposed project.

Assessing the Resources Required

If there is a need, and if the project looks possible it will then be necessary to assess the resources required, and your organisations capability to do the project.

Resources can usually be categorised under three general headings: PEOPLE, FACILITIES AND EQUIPMENT, and FINANCE. Using these three categories it is possible to make an assessment of resources by tabulating the resources NEEDED, the resources ACTUALLY AVAILABLE, and the resources TO BE REQUESTED. An example is given below:

RESOURCE ASSESSMENT FORM

(An example of a brick-making project.)

<u>RESOURCES NEEDED</u>	<u>RESOURCES AVAILABLE</u>	<u>RESOURCES TO BE REQUESTED</u>
PEOPLE: . coordinator	coordinator	
. brick-making	brick-making	
. trainer	trainer	
. bookkeeper		bookkeeper
FACILITIES:		
. storeroom	storeroom	
. office	office	
EQUIPMENT:		
. brick-making		brick-making
machine		machine
netting		netting
FINANCE:		
. brick-making		brick-making
machine (E300)		machine (E300)
. netting (E100)		netting (E100)
. salary (1 year)		salary (1 year)
. for bookkeeper		for bookkeeper
(E300)		(E300)
recurrent materials		
e.g. cement for first		
months (E600)		

Of course, every effort should be made to use local resources.

Once the need and the resources for the project have been assessed. It is then time to decide whether the project is a suitable one for your organisation to carry out.

- . Does the size of your organisation match the scope of the project?
- . Does the project fit in with your organisation's stated goals and objectives?
- . Does the project complement other activities?
- . Is there real support for the project?

Selecting a Donor

If the decision is to go ahead the next step is to select a donor. Different donors often have interest in funding particular kinds of projects, and they may have special requirements. Selecting an appropriate donor and being aware of their requirements will increase your chances of getting support you want. Most donors will want to see evidence of:

- (a) the degree of local initiative;
- (b) the utilisation of available resources within the country;
- (c) plans for the project to eventually become self-sufficient;
- (d) potential of the project to be repeated or adapted in other areas of the country.

Once you have made an assessment of the need, your organisation's ability to respond to that need, and the community's commitment to the project you are then ready to start wording a proposal.

WRITING A PROJECT PROPOSAL

There are various ways that information about a project can be presented in a project proposal. Some donors will have their own special requirements. In this handout we will look at the basic kind of information that is generally required in proposal and how it might be organised.

Before looking at this information and the format it might take there are some general principles we need to be aware of when writing a proposal. There are:-

1. A proposal should be neat, clean, and easy to read. You want to make a good impression; check for typographical errors and use headings to break up the text.
2. Make it brief. Donors are busy people so keep to the point and avoid adding unnecessary details.
3. Be positive. Create the right impression. You are offering the funding agency a chance to participate in an important project.
4. Avoid unsupported assumptions. Back-up your statements and make sure all the necessary points are included.

The Proposal Format

Formats will vary depending on the type of profit being dealt with and the particular needs of donors. One common format is:

1. Title page
2. Summary
3. Background
4. Problem statement
5. Objectives
6. Methods
7. Evaluation
8. Budget

A brief description of each of these sections is given below.

Title Page

The title page can serve as a cover sheet for the proposal. It should have the following information:

1. Title of project
2. Name of organisation applying for fundings
3. Name of agency being requested to provide funding; and
4. Location of project.

It should also include a submission date, and might include the amount of funding requested.

Summary

The summary is important. It may be all that is read by the funding agency, it will certainly be the first thing that is read. The summary gives the donor his first impression of the project, and if he is not impressed he may not read any further.

A good summary will give a concise description of the project including:-

- (a) identification of the applicant and a brief statement about their credibility;
- (b) a brief statement about the problem;
- (c) the objectives to be achieved;
- (d) the methodology of the programme; and
- (e) and the cost of the project.

The summary should be brief, clear and interesting.

The Background

The background is the section that describes the agency's qualification for funding. It should give the donor information to decide whether or not, the requesting agency has the ability and the capacity to carry out the project. Thus, the background should give a brief description of the organisation's history, experience and accomplishments. Some of the items that might be included are:

- . A brief description of the agency
- . An outline of the agency's goals
- . A description of the agency's programmes
- . Evidence of accomplishments
- . Assurance of the agency's ability to carry out the proposed programme

Problem Statement

The problem statement should describe the specific problem or need the project will focus on. The statement should be:-

1. related to the overall purpose of your organisation, i.e. it should demonstrate that the project is within the scope of your organisation.
2. supported by evidence
3. of a reasonable dimension, i.e. the problem being focused on is manageable and something realistically can be done about it.
4. related the needs of the largest group.

Objectives

The objectives should clearly state the expected outcomes, or benefits of the project. The objective should describe the population served and state the time when by objectives will be met. The objectives should, of course, relate to the problem, and be realistic.

Methods

The methods section should explain how you intend to deal with the problem and achieve the objectives.

The section should:-

- (a) describe the overall approach or strategy that will be used.
- (b) outline the personnel required to implement the project.
- (c) give a detailed work plan. The work plan should give specific details of the methodology that will be used, and outline the sequence of events. It will help to put the sequence of events into a flow chart of activities.

Evaluation

Donor agencies usually want to know how the project will be evaluated. They will want to know if the project has been successful, and if their money has been well spent. If you want further funding for the project, or indeed funding for any other project then the evaluation will be particularly important.

The Evaluation section of the proposal should briefly outline an evaluation plan. This plan should describe:-

- what is to be evaluated - product, process or both
- the evaluation criteria - the kind of evaluation data that will be collected
- how the data gathering methods
- how the data analysis methods
- how the evaluation data will be used to improve the project.

A well worked out evaluation plan will force you to think about your objectives and ensure that they are clearly defined and realistic.

Budget

The budget is an estimate of what you think the project is likely to cost. It should be comprehensive. For on-going projects it should include a projected budget for the next several years, demonstrating, if possible, eventual self-support.

The cost estimates should be broken down into logical categories such as: personnel salaries, travel, supplies and equipment, rent food and accommodations, etc.

The total cost and the cost being requested should be clearly indicated. If contributions to the project are being made, "in kind" this should be stated. For example, if the Ministry of Agriculture is making available its training centre at no charge this should be stated on the budget.

ON THE FOLLOWING PAGE IS A SAMPLE PROPOSAL FOR A
MULTI-PURPOSE TRAINING CENTRE FOR MATERNAL AND CHILD CARE.

SAMPLE PROPOSAL

PROJECT: Multipurpose Training Centre for Maternal and Child Care

OBJECTIVE: The immediate objectives are the following:-

1. To train and educate women in environmental health, maternal and child care, and other related fields in the Mungule rural area with a population of approximately 16,000 over a radius of 7 km;
2. To train medical and paramedical personnel in family planning, maternal and child care, nutrition, environmental health education, and day care nurseries;
3. To improve the health of the mother and child in the rural community;
4. To reduce the infant mortality and maternal morbidity rates;
5. To improve the nutrition status of the whole family.

BACKGROUND: In the Mungule villages most of the women are hindered by their traditional taboos which affect their health and that of their children. In most of the cultural groups, women and girls are not allowed to eat eggs, port and other protein-rich foods. This greatly affects the health of the mothers and children.

The women have to walk long distances to be able to obtain antenatal and postnatal care for themselves and their children. As the different health services (e.g. curative, immunisation, etc.) are not centred in the same premises, mothers often have to walk from one place to another and thus waste a lot of time. This situation often discourages the mothers from going to the centres as often as necessary. As a result of this, children are always brought to health centres when it is too late to give them proper treatment. This explains the high infant mortality rate amongst the rural population.

JUSTIFICATION: The improvement in the health conditions will reshape the role of the women in the country. The fall in infant mortality will make a significant contribution towards the improvement of the quality of life of women. The spread of family planning and the establishment of day care centres will make it possible for the great majority of women to be relieved of many social burdens--thereby enhancing the dignity of women. The provision of a wide range of social services such as maternal health, child care and community services will help to liberate women from their traditional chores and ensure their fuller and more meaningful participation in the economic life of the country.

OUTPUTS: The project is expected to provide the following outputs in order to achieve its immediate objectives:

1. Establishment of the health centre;
2. Procurement and installation of equipment and supplies for the health centre;
3. Training of women in the fields of family planning, maternal and child care, nutrition, environmental health education and other related fields;
4. Training programmes for medical and paramedical personnel in the fields of family planning, maternal and child care, nutrition, environmental health education and other related fields;

ACTIVITIES: The following activities will be carried out in order to achieve the project's immediate objectives:

1. Building of the health centre;
2. Recruitment of the project manager and his/her counterpart;
3. Ordering and procurement of equipment and supplies;
4. Installation of equipment;
5. Recruitment of the remaining personnel;
6. Services in the following fields to the people covered by the project: family planning, maternal and child care, nutrition, immunization, environmental health education, and curative services.
7. Training programme for medical and paramedical personnel in the following fields: family planning, maternal and child care, nutrition, environmental health, education, day care centres.
8. Training of medical and paramedical personnel in the above fields.

INSTITUTIONAL
FRAMEWORK:

1. The project will be attached to the Ministry of Health, and it will be situated at Mungule.
2. Close co-ordination with the following government agencies:
 - (a) School of Medicine, University of Zambia

(b) Family Planning Association of Zambia and
Nutrition Commission of Zambia

(c) Women's bureau or organisation.

EVALUATION

AND REPORTS: The project will be subject to tripartite periodic review in accordance with the policies and procedures established by UNDP for monitoring project and programme implementation.

The project will be subject to evaluation in accordance with the policies and procedures established for this purpose by UNDP. The organisation, terms of reference and timing of the evaluation will be decided by consultation between the executing agency concerned.

Project reports will be produced by UNDP/WHO experts at intervals of six months, with timing, format and contents guided by UNDP/WHO Policies and Procedures relating to reports.

EXAMPLE OF AN ANNUAL BUDGET FOR A SMALL TRAINING CENTRE

	<u>Total Annual Cost</u>	<u>Total Requested</u>
<u>Staff Salaries:</u>		
Director	\$ 7,000	
Secretary	3,000	
3 Trainers	15,000	\$15,000
<u>Programme Tools:</u>		
Education Materials	4,000	4,000
Postage	500	500
Paper and Printing	1,000	1,000
Slide Projector	180	
Other Supplies	500	500
<u>Facilities:</u>		
Electricity	200	
Rent	800	
Telephone	200	
Office Equipment	500	500
<u>Travel and Per Diems:</u>	2,000	2,000
<u>Contingency:</u>	<u>1,000</u>	—
TOTAL ANNUAL BUDGET	\$36,000	TOTAL REQUESTED \$23,500

BASIC COMMUNICATION PRINCIPLES

Communication is an exchange of information, thoughts or feelings between two or more people.

Example: Mandla feels unwell and would like to be released from work to go home. If Mandla manages to make his boss understand what he feels, Mandla has communicated.

If Mandla's boss actually says something to Mandla about his illness that shows he understands, then the cycle of communication is complete.

People can communicate in different ways.

Example: Mandla could go to his boss and simply tell him he is not feeling well and leave it to the boss to decide whether he should go home.

OR

Mandla could ask to be released from work because he is not feeling well.

OR

Mandla could write to the boss.

OR

Mandla could just sit and look miserable.

Elements of communication

There are certain things that just must be there for the communication process to go on.

1. The source: The person who originates the thought or idea. In our example, Mandla is the source.
2. The message: The idea, thought, information that is to be communicated. In our example, "I am not feeling well and would like to go home".
3. The receiver: The person for whom the message is meant.
4. The channel: The way in which the message is communicated. In our example either telling face to face or by letter or looking miserable (body language).
5. Feedback: The response of the receiver to what is being communicated. In our example the boss says "Mandla, I can see you are ill, but you may not go home right now" or "Mandla, I see you are ill, you had better go."

SECTION 5: SUMMARY

Planning, Conducting and Evaluating an education session

Let us remember

Source _____	who?
Message _____	says what?
Channel _____	through what medium?
Receiver _____	to whom?
Feedback _____	and what is the response?

Barriers to communication

Sometimes we fail to make the other person understand what we want him to understand. This may be caused by a variety of things.

Examples: If one moment the boss in his office hears Mandla laughing and playing with other workers and the next moment Mandla comes in to say he is not well, the boss might find it very hard to believe Mandla.

- . If its a Monday and Mandla usually has a hangover on Mondays, the boss might not understand that this time its not a hangover.
- . If the boss is angry with Mandla for some reason, he might not want to pay attention to what Mandla feels.
- . If the boss is upset about other things, he might not even listen to Mandla.
- . If the boss' office is next door to Mandla, but Mandla chooses to write a letter to the boss, the boss might not understand that this situation is serious and needs immediate attention.
- . If Mandla says "I'm feeling lousy" or "I'm not feeling too hot", the boss might decide to give him work that he thinks might interest him.

These are just a few things that can stand in the way of effective communication.

For communication to be effective, both parties must pay attention to the message.

It is up to the source who intends to communicate something to make sure that the receiver has an intention to listen.

It is also up to the source to hold the attention of the receiver by the way he has planned and timed his message.

The message must be clear and understandable.

The source must make sure he elicits response from the receiver.

Communication and Learning

When we teach we are transmitting an educational message by whatever channel (face to face, verbal, print, radio, T.V., visuals) to receivers, our students, and we expect some feedback, responses which will enable us to see whether our message has been understood.

We have to create for the learners an atmosphere that is conducive to learning i.e. we must try to eliminate all barriers to communication.

As sources we must have credibility. If our receivers feel that we do not know what we are talking about, they will not pay attention. We must know our subject well and be confident. We must plan our lessons carefully.

Knowing our audience well will help us prepare lessons that will interest them, make them feel comfortable, confident and responsive.

We have communicated when our students demonstrate that they have understood.

SYSTEMS ANALYSIS

Systems analysis consists in analysing the various parts of the system that will have an effect on the product, i.e. your goal.

1. The problem

The first, and most important step in the planning of an Education Session is the identification, analysis and statement of the problem.

The first step in problem analysis is identifying the need.

This consists in

- . gathering information on what exists (the situation as it is)
- . gathering information on what is desired (what ought to be)

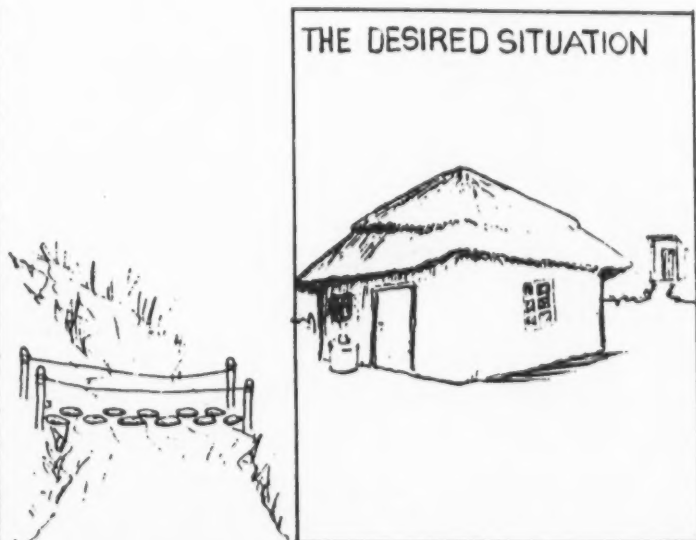
The discrepancy between what exists and what is required is the need.

Example:

- . Children at Sihosheni area die in great numbers before they reach age 5
- . Children should not be dying in such great numbers.

There is a need to reduce the number of child deaths.

The problem, however, is not the need itself but how to meet the need.



The next important step is to analyse the situation so that means can be found to solve the problem. This involves asking the questions:

- who is affected by the situation?
- who is causing it?/what is causing it?
- what kind of problem is it?
- what is the goal for improvement?

Examples:

Our answers to these questions when related to the situation in our previous example would be:

- the people of Sihosheni area are affected.
- the people have no clean water.
- they have no toilets.
- they have no gardens.
- animals roam around polluting the water.
- the environment is not clean.
- the people are poor.
- they lack knowledge of what causes these deaths
- the problem has many aspects to it and cannot be solved in one way only.
- the people need a clean environment, clean water, toilets and knowledge of what causes the deaths.

Obviously, these answers are not enough to help towards a solution to the problem. What they do, however, is to lead to consideration of:

- whether the problem can be solved and what resources are there to solve it.
- whether you are the right person to attempt a solution and if so how far you can go.
- what will happen to you, to the work of your organisation, to the people if the problem remains unresolved.
- if it is worth attempting a solution.

Sample answers to these questions may be:-

- yes, the problem can be solved in time
- as a field worker and educator I can help to co-ordinate activities and educate where education is needed. In this sense it is my duty to attempt a solution. But the complete solution lies with the people themselves.
- if the problem remains unresolved, my work and that of my organisation among this community is futile, the people will continue being poor, sick and dying and they will never develop.
- yes, a solution is worth attempting.

You have now decided that your part is that of educating. Now, to plan for your education activities you have to know if:-

- the educating is simply to information (make them understand how)
- the education is to give them a skill to do something with their hands
- the education is to change attitudes about something.
- the education is a combination of all or two of the above.

Your answers might be:-

- I have to give information so that the people are aware of the causes of the deaths. I have to get away of demonstrating how these can be presented. Once they begin to appreciate that they should change their way of life, they have to be shown how they go about things to help themselves.

PROBLEM STATEMENT

You are now ready to formulate a problem statement. The statement must propose a solution and a way to achieve it. It must also refer to the people affected and the person/people who will attempt the solution.

Example

The people of Sihosheni area have despaired of ever improving their lot because of the unabating sickness and death in the area. If the situation continues this way, none of the development messages that we bring to them make any sense and the area will never develop. The field workers in the area propose to educate them so they are aware of the causes of the deaths and can remove them and will in time change their outlook to life and develop themselves.

In our example, the problem is a multiple and complex one, so it will take several stages to solve. You have now to decide which stage comes first.

The obvious choice is to do those things that can be done most effectively given the resources available.

Example:

1. Efficient refuse and faecal disposal can be done at almost no cost. Education on this can include education on general household hygiene.
2. Education on water purification may take longer to be accepted, but it is important and should follow stage 1.

AUDIENCE ANALYSIS

The next step in your planning process is the analysis of your audience. Find out:

- which section of the people you want to deal with? - adult, children, youth, men, women, mixed
- how much do they already know about the subject?
- how have they dealt with the situation in the past?
- do they know about the ways of solving the problem - why haven't they done anything to help themselves?
- what are their attitudes to the subject?
- how do they prefer to be taught?
- how can they be met?
- how can they participate in their own improvement?



There are various sources of information about your prospective course participants.

- Observation
Keep your eyes open as you walk around, talk to people, attend meetings and the court sessions, observe and listen as you travel in the bus, visit homesteads for a chat.
- Record
There might be in the locality a place that has records about people and happenings. The KDA, the chief, the school -- check these.
- Interviews
Homestead to homestead, the market place, at church you can talk to individuals or small groups and ask them questions about their perception of the problem.
- Information acquired in the process of working together.
In your own work and during working sessions at the Chief's place.

The information you have about your audience will help you select the most appropriate methods and content. Sometimes you choose a content area not because you want to teach that subject, but because you want to use it as a vehicle to your goal. Knowledge of your audience will also help you in your selection of media.

THE CONDITIONS

As you gather information about the audience you are also getting to know about their background. When you have the answer to why they have done nothing about the problem, you have learnt something about constraints

- Find out what obstacles there are on the way of solving the problem
- Find out what resources there are within the community.
 - e.g., RHMs
 - other field workers
 - teachers
 - the church
 - the ministers of religion
 - the opinion leaders
 - buildings that can be used by the public
- When you know the habits (daily and seasonal) of the people, you can decide on the best times for your classes.

Knowing your resources and constraints will help you design a realistic programme and choose groups that can be handled with the available resources.

CONSTRAINTS ANALYSIS

Constraints are known limitations that could affect your design.

When you know the limitations then you can manage them i.e., accept them and work within them.

For instance, if the money is a limitation, use cheaper alternatives of the media or materials you would normally have used.

If there is a shortage of instructors or instructor time, then large group methods must be used.

If students cannot meet frequently enough for classes, then one way to work within the limitation would be to give more homework.

THE USE OF MODELS

While most people agree on the steps to be included in planning an educational session, not all people will agree on the sequence of the steps and the emphasis placed on steps varies.

If you are working as a team, as in most cases you will be, it is important that you have the same understanding of the systems approach. Having each member of the team operating on a different model could cause difficulty.

A model simply represents a systems approach.

Before you design your programme you have to agree on a model. Below are two examples of models, the NSMI model and Kemp's Instruction Design Model.

The NSMI model

			<u>STAGE</u>
1. IDENTIFY PROBLEM (need, priority)	2. ANALYSE SETTING (audience conditions)	3. ORGANISE MANAGEMENT (who, time table)	1. DEFINE
4. IDENTIFY OBJECTIVES (enablers, terminal performance)	5. SPECIFY METHODS (instruction, learning activities)	6. CONSTRUCT PROTOTYPE (instructional)	2. DEVELOP
7. PREPARE TESTING	8. TRY OUT AND REVISE	9. RECYCLE	3. EVALUATE

You may want to use this model the way it is. This is fine as long as all members of the team agree on the steps. If, however, you feel like rearranging the steps, you can do that. It is up to the group to decide what suits them best.

Kemp's Model

Topics and general purpose

Student characteristics

Learning objectives

Subject content

Pretest

Teaching/learning activities
and resources

support services

Evaluation

This model clearly emphasises evaluation and revision at every stage. Again you may use this as it is or rearrange it to suit your own needs.

You may want to create your own model. First agree on characteristics for your system. Then develop a definition on which you will base your model.

Models are only guides.

ORGANIZING MANAGEMENT

Once you have set your objectives and planned the next step in developing an educational session you can begin to organise. You may now start contacting other field workers and any other people that you think may help. Talk to them individually. Call them to a meeting and get them involved in your programme plan. Together with these decide who will do what, when. You can summarise it like this:-

ACTIVITY	DATE OF COMPLETION	PERSON RESPONSIBLE
Arranging for classroom.	1/2/85	Headmaster ...
Seeing the chief about ...	8/2/85	field worker and Imisumphe
Collecting materials	22/2/85	Field worker
Choosing participants		
Doing lesson 1 of course		Team of field workers
Doing lesson 2 of course		

TIMETABLE

Together with these people you can now make tentative timetables for your sessions.

Here is a sample timetable for a 3 day workshop on working with committees.

TIME	DAY 1	DAY 2	DAY 3
8.00 8.30 9.00	Registration Introductions Introduce workshop Objectives and methods	Dealing with difficult situations - role plays	Introduction to Agendas with Simulation Exercises
10.00-10.30	T E A	- - -	- - -
10.30 12.30	Demonstration Role Plays and Discussion on Conducting Meetings	Introduction to roles of Secretary and Review of sample Minutes	Group Discussions and Strengthening Community committees

TIME	DAY 1	DAY 2	DAY 3
1.00-2.00	L U N C H	- - -	- - -
2.00 3.00	Group Exercises and Chairing Meetings	Fish Bowl Exercise on Role of Secretary	Group Report
3.30-4.00	T E A	- - -	- - -
4.00 5.00	Review of Chairing Skills	Review of Minutes Taken during Fish bowl	Review of Main points on Conducting Committees

THE GANTT FLOW-CHART

Once you have decided to do something about the problem you have to start thinking about when you will tackle each part of it. Remember, this is not the only activity that demands attention, so your time has to be shared. You are not going to work on it everyday until it is done - you do not know other people's schedules and your other jobs are just as important. Give yourself weeks rather than days to do each part, and give yourself a time limit. Give yourself a month, two months or more according to the number of steps required before the final goal.

The Gantu chart is a good way of mapping your activities as regards this problem. You can have a lot of charts for different projects and then combine them into one big one for the year or the half-year. Provide too for the time you will want to take leave. You may want to colour code the various project on the big chart.

Doing a chart like this helps your supervisor see at a glance what you want to do and just how much work you have. Besides, if you are going to appeal for funds, the moment a prospective donor sees a chart like that, he knows you mean business. Donors are not impressed when people are vague about what they want to do. How would you feel if somebody asked you for money but was vague as to how he would use the money? Also, if you have a clear flow-chart of activities an advisor might help to point out things you have skipped or things that aren't really necessary. Your resource persons will know at a glance when they might be required and make themselves free on those dates.

Of course there are many types of flow-charts. It does not really matter which you choose to use. A good chart is simple and easy for even an untrained person to read.

SAMPLE GANTT CHART

	Feb				March					April			
	03	10	17	24	03	10	17	24	31	07	14	21	28
Consultation with Chief													
Preparing Community Profile													
Mapping Community													
Statement of problem													
Analysis of available resources and examination of constraints													
Setting goals													
Meetings with other field workers													
Deciding on strategies for solution of problem													
Planning and flow charting activities													
Get group of learners together													
Initial assessment of learners													
Set objectives													
Decide on strategies for evaluation													
Decide on materials and media													
Prepare prototype													
Try out													
Revise													
Determine cost for project													
Implement													

OBJECTIVES

The objectives you set are a measure of the success of your project. They must be clear and precise so that anyone who reads the objective and then sees the product of your effort knows immediately whether the objectives have been achieved. Objectives are products or outputs not processes.

Example

If your goal is to teach a person to drive a car, the objective is that, at the end of the lessons the person must show that he has learnt by actually driving a car, not by naming the different parts of the car.

Objectives, if properly formulated limit you so you cannot set wild goals that cannot be achieved.

Example

Here is an objective -

- to improve the life of the people of Sihosheni area.

Now this is ambitious. How many years will it take to do it? What signs will there be that show you have done it? What do you mean by improve? If any evaluator comes and finds that five families have toilets, two have gardens and one has a water tap, will he say you have achieved your objective?

The word 'improve' is too wide and it means different things, to different people. Further, you cannot improve all aspects of the life of these people.

Now here is another objective -

- By one month after the education sessions at least five homesteads shall have built toilets.

This is a different matter. You took twenty or more homesteads, members of which cared nothing about toilets. You educated them until they were aware of the importance of building toilets, you taught them how to do it and five of them actually did it. You have achieved your objective. It is a small step but it is real.



To prepare objectives

- A. The objectives must mention the doer (Audience)
Who is the person that will show learning?
-- the student will -----
- B. The objectives must put emphasis on the performance (behaviour) what is this person going to do to show his learning?
-- the student will make a concrete slab
- C. The objective must mention the condition under which the performance takes place.
Will he be given a written exam? Will he be given materials?
What constraints will be placed on him?

- given cement, sand and water, the student will measure out appropriate amounts and make a concrete slab.
- D. The objective must state the degree of perfection that is required of the doer.

- given cement, sand and water, the student will measure out appropriate amounts and make a concrete slab of size x, without wasting more than one shovelful of extra cement.
- A. Audience
B. Behaviour
C. Condition
D. Degree of perfection

OBJECTIVES AND EVALUATION

If after a lesson, I ask you "how was the lesson?" I am asking you for an evaluative statement.

You may answer - It was very interesting
I liked it very much
It was a good lesson

The three statements above are subjective statements. They are what you feel about the lesson. Somebody else might tell me the opposite of what you have said.

If I asked you why you thought it was a good lesson, you might answer:-

The teacher spoke clearly
He illustrated his points well.
We were participated in the lesson
We were kept awake all the time
We laughed a lot and felt very comfortable

These answers have taken the evaluation a step further. I believe it was, indeed, a good lesson.

However, all I have learnt here is that this teacher knows how to create a good learning environment. If the end objective of the session had been to make students comfortable and to get them to participate, then the objective has been met.

If, on the other hand, the objective had been to get the students to learn something, then I need to test what has been learned. But learning is an internal process, and, even if you tell me you have learnt something, it is impossible for me to know for certain that you have unless you do something to demonstrate that you have learnt.

The only way I can be certain that the learning you now demonstrate is the learning that your teacher wanted to get is by matching this performance with that stated in the objective.

- Behavioural or performance objectives focus attention on the learner.
- Behavioural or performance objectives state the behaviour or performance required of the learner.
- Behavioural or performance objectives state the degree of perfection expected of the learners performance
- Behavioural or performance objectives state the limitations or constraints that will be made on the learner as he performs

In short, behavioural or performance objectives include a criteria for evaluation of the learning.

Type of Objectives

1. Sometimes our aim as educators is simply to share information about certain things or practices. We want people to know things, to understand things.

I might for instance, want people to know that growing the same crop in the same plot season after season exhausts the soil. I might even go further than this to let them understand how this happens and how it can be remedied. My objective in this case is cognitive i.e., requires people to know, understand etc.

For purpose of the evaluation, however, I cannot write "at the end of this session people will know or understand..." I have to think up things that will demonstrate the knowledge. I have to ask questions like "what happens to the soil if ..." and if I get the answer "the soil is exhausted ..." then I am sure the person knows.

2. At other times we want to teach people to do things, we want to teach a motor skill.

I might for instance, want to teach somebody to drive a car, or to make a bamboo easel.

For purposes of evaluation I will write "at the end of the session, the student will make a bamboo easel". If at the end of the session the student can make a bamboo easel to the specifications I gave, then the objective has been met.

3. In many cases we are faced with a situation where we have to teach to make people change their attitudes to something. We want people to like or love something.

Adopting an attitude to a practice usually precedes acting on that practice. It is rather difficult to assess change of attitude especially where voluntary action has not immediately followed the subjective change.

People might, for instance, built toilets at their homes simply because its the in thing or they want to get you off their backs. Left to themselves they might still prefer to use the veld.

It is only when they prefer using the toilet to using the veld that you know they have adopted a positive attitude to the use of toilet.

On the other hand, some people might adopt a positive attitude to using toilets and really prefer using them to using the veld, but then they might be poor or alone or have no time to spare. These people's circumstances have prevented them from following their change of attitude with performance.

All these considerations make it difficult to formulate effective objectives in behavioural or performance terms.

However, attitudes can be observed in certain actions, and, it is these actions that must appear in the objective.

Example

Given a choice of using the toilet or the veld and unaware of any pressure, the person will consistently choose to use the toilet.

- The student will display interest in music by voluntarily attending choir practice.

Before setting your objective it is advisable to decide whether the learning you want is

1. Knowledge - requiring student to know
2. Skill - requiring them to manipulate something, or
3. Attitude - requiring them to adopt an attitude

TERMINAL PERFORMANCE OBJECTIVE, ENABLING OBJECTIVES AND LEARNING ACTIVITIES

Terminal Performance Objectives (TPO's)

As the name suggests, these are the objectives that lead to the final performance.

If your final goal is, for instance, that your student should build a concrete slab, then your TPO will be:

"Given cement, sand and water, the student will measure out appropriate amounts and make a concrete slab of size x, without wasting more than one shovelful of extra cement."

Enabling Objectives (EO's)

Sometimes, however, the student has to acquire certain other skills before he can learn to build a concrete slab, i.e. meet the TPO. In that case you have to have sub-objectives that lead to those prerequisite skills.

If the student is to meet the TPO in our example, for instance, he has to be able:

1. To recognize cement
2. To use a shovel
3. To measure out correct amounts.

If he did not already have these skills before coming to your class, then you have to teach them, and for each you have to state the objective clearly.

An EO is a checkpoint that must be passed before reaching the TPO. They bridge the gap between the student's entry qualifications and the TPO.

Learning Activities (LA's)

Learning activities are all those things that a student has to do to learn

- e.g. Watching a demonstration
Practising
Discussing
Asking Questions

SELECTING CONTENT AND METHODSContent

Content can be used to teach knowledge or skills or it can be an end in itself.

I may, for instance, use content from agriculture to teach result demonstration or I may use it to teach that particular agricultural topic e.g. the effectiveness of certain fertilizers. In the first instance, the content is a vehicle I use to teach some other skill, whereas in the second case it is an end in itself.

When content is used as a vehicle to teach something else, it can easily be replaced by different content. In this case you may set your objectives before deciding on the content.

However, if the content is an end in itself then it does need to be analysed before setting the objectives. Analysing content in this case will help you decide on enabling objectives and learning activities.

Specify Methods

The methods you choose will depend on the type of audience you are trying to reach, the content that you are passing on, the number of people involved and spaces available, the facilities available (e.g. electricity) and your own abilities and those of members of your team. Cost and time are also very important considerations. More will be said about selecting methods in the session about conducting an educational session.

Construct Prototype

Now produce your completed session on paper together with handouts, charts and any other materials that you have decided you will use. Now is the time for constructing the questions that you will use to evaluate the programme i.e. if you are going to use questions to test whether your objective has been met.

EVALUATIONTesting Instruments

For community work you may not have to prepare pretests, you get all the information about why they know or don't know during your audience analysis.

Tryout and Revise

The last but also very important stage in the design is evaluation.

First, show your completed work to your colleagues and let them check if you have made any slips. Give copies to as many people who can help as possible - a content expert, a design expert, note comments and revise where you feel you must.

Next try out your session with a small group of people to see if it works. Where things go wrong, find out the cause and revise. The group you use for try-out should be similar to your target audience.

Recycle

Last, use the product with your target group and note the result. Evaluate, revise if necessary and use again.

You have now finished what you planned to do. If your objectives was met fully, your session worked. But this does not mean the work is finished. Arrange to see these people a month or so after this session to see if there is any change. Reinforce them by praising the good work, or just talking about the work. Encourage them to continue. Find out about what other classes they'd like to have. Find out about their difficulties.

Meet the other 15 people who were not part of the objective. Try other ways of persuading them. Get the other resource persons to help you in this. If your objective was not fully met, then maybe something was wrong with your method. Revise your lesson and start again or try something different. Always try to find out what was wrong with the method you use first.

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CONDUCTING AN EDUCATION SESSION

The way you actually put a lesson together is important. If for example, you have decided:

- a major cause of misery and death at Dagombi area is malnutrition of mothers and children. A related problem is continuous child bearing; and
- have found out the people's belief about having lots of children. Perhaps they believe it's a way out of their poverty.

The following are some of the reasons they give for having many children:

- High infant mortality rate; therefore safety in having many children so at least some will survive adulthood.
- Large families mean more helping hands on the farms and with household tasks.
- Security in old age
- Higher status for parents
- God creates and God provides
- High value attached to having sons
- Public disapproval of family planning
- A polygamist societies, competition with other wives
- A man who stops having children may be rumoured to be impotent.
- Large families can protect themselves in case of local conflict.
- Children are the wealth of the poor.

You have decided the problem is a priority but that it cannot really be solved after the first lesson. All you want to do right now is to get them interested in the subject.

Set your objective to your aim, i.e. getting them interested in the subject.

Having set the objective, select the methods.

You might for instance, decide that people might not be interested in a session on nutrition or on pregnancy, but might be interested in agriculture and/or economics. One thing you can do in such a case is to use agriculture and economics content material as a vehicle for your pregnancy/nutrition course.

Seeing that this is only a "getting interested" session, it doesn't matter that they won't get all the facts. What matters is that they approve to think about it.

When you plan the lesson consider what methods you will use to:-

- Get the group interested (get attention)
 - Get the discussion going
 - Share information and skills
 - Review and sum-up
 - Arrange for follow-up
 - Decide if the lesson was successful (get feedback)
-

Here is a prototype lesson on mother's nutrition and pregnancy.

PROTOTYPE LESSON

Problem: There is poverty and death because people believe that they should have lots of children while ignoring the nutrition need of mother and children.

Ideas: That the health of the mother is important for the birth of healthy children.

That children need adequate nutrition after birth and even after weaning.

That continuous childbearing is harmful to mother.

Objectives: When this lesson is over, the participants shall show their interest in child spacing by asking questions and how it is done and voicing constraints.

Audience: A group of men and women.

Materials: 6 posters of flannelgraph

1. Pregnant woman with many sick looking children.
2. Healthy woman with well spaced children working in the family garden, coming from school, milking cow, playing.
3. Garden with sickly crops.
4. Garden with health looking crops, Van carrying some to market.
5. A healthy woman with healthy children.
6. A productive garden with healthy crops

Resource persons: Agricultural extension worker/nutritionist.

Co-ordinator: Family life or health personnel

Panel: Members of community discussing reasons for having lots of children.

Method:

1. To get attention.

- 1.1 Co-ordinator asks four members of community to the front of meeting (among them try to get those that firmly believe in having lots of children) - in your audience analysis information gathering you have discussed the subject with them and you know their views.

Co-ordinator mentions that he knows they feel big families are beneficial and agrees with them to a certain extent. He asks them to discuss the issue, and see if other factors do not come up from audience.

The discussion is allowed to go on for about 30 min and the panel members are thanked and go back to their places. Discussion points on newsprint.

- 1.2 Change before they get bored.

- 1.3 Co-ordinator call upon agricultural extention worker and nutritionist.

He asks them to deal with some factors to be considered when planning families - some of them have come out of the discussion. Propose that a healthy family is like a productive garden.

- 1.4 Use visuals to get people to participate

Posters of healthy garden (Agric) and healthy women (nutrition) are placed before audience, and are asked to list similarities (Newsprint 1)

Questions: Why are the crops healthy and good looking?

or

What do you do to the soil to get a garden like this?

What do you do to the plants?

Expected answers	fertilizer	pest control
	weeding	general tending
	spacing	protection
	crop rotation	support
	watering	(newsprint)

Same questions about woman.

<u>Answers</u>	food
	rest
	spacing
	immunization (newsprint)
	protection
	care

Pictures of the sickly situations and comments from the field workers. How continuous childbearing waste mothers like having one crop in one place wastes land.

Posters of garden and Van and healthy women and children working.

Point made: Here the children are doing for this family what the vegetables are doing for the owner of the garden i.e. working

Discuss how a sick family cannot work and how it wastes and will always remain poor.

Summarise and emphasise main points to reinforce them.

- 1.5 Co-ordinator thanks field workers and, for closing the meeting evaluates session by asking participants if this whole debate makes sense (newsprint) yes - no - why?
Indicators to interests will be the voicing of constraints and maybe other problems.
- 1.6 Use the points on newsprint to prepare for a follow-up lesson.

NOTE : THIS LESSON IS ONLY AN EXAMPLE. IT HAS NOT BEEN TESTED

PRINTED IN THE UNITED STATES OF AMERICA

ISBN 0-932288-77-4